

People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	1

## Introduction

1. In their interaction with the public, Border Services Officers will have to deal with a diverse number of people with different expectations and different ways of acting and thinking. This interaction may occur in various contexts. For example, the border services officer may be conducting primary questioning to determine the admissibility of the person. The officer may be performing counter or cashier functions in preparing documentation and collecting duties and taxes. In an airport setting, the border services officer may be serving as the “point” officer in collecting the E311 declaration cards or primary inspection kiosk receipts and directing persons to the appropriate secondary area for examination or the exit, depending on the circumstances. In other cases, the border services officer may be performing “roving” functions as part of a flexible response team or conducting a secondary examination to verify the person’s declaration.

2. In their interactions with all persons, Border Services Officers are expected to display professionalism and courtesy. In some cases, there may be special considerations that require them to adopt a process of communication and interaction adapted to the situation. In this chapter, we will present the guidelines to follow when you are called upon to interact with people and to consider their culture, their impairment, their mental health issues or their age, with the utmost respect for this difference and their dignity.

## Non-Discriminatory Treatment

3. Section 15 of the *Canadian Charter of Rights and Freedoms* guarantees every individual the right to the equal protection and equal benefit of the law without discrimination based on race, national or ethnic origin, colour, religion, sex, age or intellectual disability and mental or physical health problems (including alcohol or drug addiction).

4. The *Canadian Human Rights Act*, (CHRA), protects people in Canada from discrimination when they are employed by or receive services from the federal government on the following grounds of discrimination: race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability (mental and physical) and a pardoned conviction or suspended record

5. Discrimination is an action or a decision that treats a person or a group negatively based on the prohibited grounds of discrimination. There are several ways that a person could be discriminated against. These discriminatory practices include denying someone a service or accommodation or providing someone a service or accommodation in a way that treats them adversely and differently.

6. Racial profiling is a form of discrimination. It is defined as any action, taken by one or more people in authority or by an organization for reasons of safety, security, or public protection, that relies on stereotypes about an individual’s actual or presumed race, colour, national or ethnic origin or religion,

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------

People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	2

rather than factual grounds or reasonable suspicion, to single out an individual or group for greater scrutiny or differential treatment (Source: This definition includes a combination of elements from the commission des droits de la personne et des droits de la jeunesse Québec, the Ontario Human Rights Commission and the Canadian Bar Association).

7. Racial profiling includes attributing certain criminal activity to an identified group in society on the basis of race or skin colour resulting in the targeting of individual members of that group. Racial profiling and the perception of racial profiling severely diminishes people's sense of trust in public institutions.

8. The Canada Border Services Agency (CBSA) is committed to the non-discriminatory treatment of persons and is serious about reinforcing our commitment to bias-neutral practices. In accordance with the Values and Ethics Code for the Public Service, all CBSA employees shall value diversity and treat every person with respect and fairness.

9. Border Services Officers will not engage in discriminatory behaviour in all aspects of their duties including when processing travelers seeking admission to Canada. This includes any action, decision or increased scrutiny against an individual based fully or in part on any of the prohibited grounds of discrimination.

10. It is important to acknowledge, respect and value person's differences. All services must be provided in a manner that does not demean a person's dignity and is respectful of human rights.

### **Awareness of a Person's Culture**

11. Border services officers interact with people from diverse cultures. The term "culture" may be defined as a pattern of beliefs and expectations shared by the members of a group. These beliefs and expectations are the basis for certain values and behaviours. Each culture is unique and has its own way of responding to its environment, including its language and manner of communicating. Communication problems may arise from a lack of awareness of cultural differences.

12. Cultures are different, and no one culture is superior. It is therefore essential not to impose our own preconceptions of what is acceptable and "normally expected" behaviour on persons from other cultures who have different notions and a different understanding of life. These interactions and communications with people from different cultures require us to adapt the way we speak to, communicate with and relate to them.

13. Training is an important vehicle for promoting a better understanding of issues and best practices. All border services officers receive cultural diversity training.

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------

People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	3

14. The *Canadian Charter of Rights and Freedoms* recognizes the multicultural character of Canada. Section 27 of the *Charter* states that:

This *Charter* shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians.

15. The *Multiculturalism Act* enacted in 1988 recognizes the legal right of all Canadians to preserve their cultural heritage.

16. Two key factors to successfully establish healthy intercultural communication are as follows:

- (1) Identification of stereotypical and discriminatory attitudes. Once these attitudes are acknowledged by a person, they can begin the process of treating another person equitably; and
- (2) Acknowledgement of the fact that there are diverse cultures and that our personal perception of the “correct” way of doing things, may not be the universal standard.

17. The following are examples of the areas in which cultural differences exist:

- (a) There are differences in the naming system and in the order in which names appear; for example, while we are accustomed in North America to the given name(s) appearing first and the surname last, in other cultures the order is reversed. The traditional order for Vietnamese names, for example, is family name, middle name, and given name. The middle name is often the same throughout the family. These differences may lead to confusion for the person when completing forms such as the E311 declaration card.
- (b) There are differences between cultures regarding acceptable morals concerning family and kinship. In some cases, only the family head speaks for the group. In other instances, each family member may wish to participate in the communication process.
- (c) Individuals from different cultures may have different reactions to persons, such as border services officers, who are in positions of authority. For example, if the person comes from a country where government officials have unlimited and arbitrary powers, that person may approach CBSA with certain misgivings. A person might offer money or a gift to a border services officer as a mean of persuasion. In accordance with the Values and Ethics Code for the Public Service, the border services officer must not accept or solicit any gifts, hospitality or other benefits that may have a real or apparent influence on their objectivity in carrying out their official duties or that may place them under obligation to the donor. For information regarding such situations, refer to the Code of Conduct.
- (d) Cultural attitudes may differ with respect to the role of women in society. In some cultures, women accompanied by their husbands do not respond to questions; it is the husband’s responsibility to do so.

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------

People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	4

Males from these cultures may not be responsive to questions posed by a female border services officer. If there is a legitimate religious or cultural need for a specific gender to conduct the interview or examination, a superintendent should be consulted.

(e) Non-verbal behaviours vary greatly from culture to culture. In some cultures, the meaning of gestures is reversed. For example, the shaking or movement of the head from side to side implies agreement. The gestures for “Come here” and “Go away” are reversed. Moreover, in some cultures the left hand is used for toilet purposes only and it would therefore be considered offensive to use it for gesturing.

(f) The degree of normal eye contact differs from culture to culture. While in North American society, avoidance of eye contact is often considered to be an indicator that a person is not telling the truth, in some cultures the avoidance of eye contact is a sign of deference or respect.

(g) The use and organization of personal space also differs from culture to culture. Some cultures feel comfortable at fingertip length (if the speaker extended his or her arm, the fingertips would make contact with the listener’s shoulder). Persons from other cultures may feel more comfortable at little more than elbow distance. This can adversely affect the communication process. For example, the person who requires a great deal of personal space may feel uncomfortable if someone moves too close and “invades” that space. Conversely, a person who is used to limited body space may feel that the other person who is dealing at fingertip length is hostile or unfriendly.

(h) Attitudes towards time and its utilization also vary among cultures. Many North Americans view time as a tangible commodity. Therefore, they could expect the traveller to respond immediately to their questions. In some cultures, however, silence is a sign of respect, and a person times their exchanges to leave silence between a question and its response. In some cultures, moreover, “clock” time has little relevance. In such cultures, being late is accepted and is considered to be the norm.

(i) The types of interaction through touching differ from culture to culture. In North America, for example, we often use a handshake as a form of greeting. However, this is by no means a universal sign of greeting. Other forms of greeting include bowing or clasping and raising hands.

(j) The degree of assertiveness, openness, and willingness to seek clarification also differs among cultures. For some cultures, it is considered extremely impolite to say that you have not understood something as this would imply that the speaker has not said it right.

(k) Patterns of communication differ. In North America, the pattern is from the specific to the general. In some cultures, this is reversed. The person would give general background information before answering a specific question. Although we might assume the person is “dodging” the question, he or she is engaging in their normal pattern of communication.

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------



People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	5

## Effective Cross-Cultural Communication

18. The following are suggested guidelines in effective cross-cultural communication:

- Speak slowly, clearly and without exaggeration that may embarrass the other person.
- Use simple words and avoid jargon and acronyms.
- Use very explicit questions and statements.
- Your voice should not be raised in an attempt to make someone understand a language, which is different from their mother tongue.
- Intonations, implications or gestures must not be used to communicate your meaning.
- Allow extra time when you are communicating with someone whose first language is not yours.
- Respect silence. Gaps in conversation are acceptable.
- Ask the other person to paraphrase or rephrase your statements to ensure understanding. If necessary, repeat your question. Avoid the temptation, when not understood, to speak louder. This will send a message of dissatisfaction to the listener.
- Listen actively to the person. Paraphrase or rephrase what the other person is saying to verify your own understanding.
- Be flexible and adapt your questioning style to the demands of the situation.
- Persons must not be judged by their accent or language fluency. Remember that this is a person who simply speaks a first language other than yours.
- It is important not to judge or interpret the non-verbal message (such as lack of eye contact) based on North American standards.
- Make it a learning experience for yourself.

19. Where the person is unable to speak either English or French, he or she should be referred to secondary for the services of an interpreter.

20. There is a multilingual leaflet called CE311, *Translation of the E311 CBSA Declaration Card*, available to the airlines, which provides instructions on completion of the E311 declaration card in the languages most commonly used by interpreter services at international airports in Canada. These languages are: Italian, Chinese, Polish, Punjabi, German, Spanish, Portuguese, Japanese, Dutch, Korean, Inuktitut, Arabic and Hindi. For further information, refer to Memorandum D2-5-7, *E311 CBSA Declaration Card, and Multilingual Leaflet CE311, Translation of the CBSA Declaration Card*. In the event that a person is unable to complete the declaration card due to a language problem, local procedures should be followed to obtain the services of an interpreter.

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------

People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	6

## Articles of Religious, Spiritual and Cultural Significance

21. The purpose of this policy is to heighten awareness of issues involved in the examination of objects of religious, spiritual, and cultural significance imported by Aboriginal peoples. It is not intended to compromise examination procedures or enforcement proceedings where contraband is detected.

22. The principles of this policy are not limited to Aboriginal articles of religious, spiritual and cultural significance. If a person indicates that goods require special treatment for these reasons, such requests are to be honoured when possible, ensuring that operational requirements are not compromised.

23. Paragraph 99(1)(a) of the *Customs Act* authorizes the examination of imported goods by border services officers. On occasion, border services officers will be called upon to examine objects that hold special significance for the person or for his/her community as a whole. For Aboriginal peoples, many objects used in religious/spiritual ceremonies are considered sacred and are normally handled only by certain persons within their culture to preserve the sanctity of the object.

24. When conducting an examination of articles of this nature, the border services officer should first verify whether the article is considered to be sacred by the person. For example, sacred masks are frequently transported in trunks or suitcases. If so, all efforts should be made to avoid handling the article by asking the person to open the trunk/suitcase or package and to present its contents for examination. Whenever possible, the examination should be conducted in a private area, out of view of the general public and by a border services officer of the same gender as the person; often, many of the sacred items have been blessed prior to travel and are not meant to be seen until the actual ceremony. Alternate examination procedures such as the use of x-ray equipment or the ion scan should be considered, where available.

25. A list of articles of religious, spiritual, and cultural significance commonly imported by Aboriginal peoples is provided in Appendix A. Many of the articles described in Appendix A, such as eagle feathers, belong to species regulated under CITES. A policy letter was issued in 1994 to allow ceremonial objects, including clothing, which contain parts from North American wildlife species to enter without meeting import/export permit requirements. Also, in many cases, items containing wildlife parts and derivatives that belong to Aboriginal peoples will fall under the CITES exemptions (i.e. personal and household effects). Such articles must be transported as part of the personal belongings of Canadian or United States Aboriginal peoples. The permit exemptions do **not** apply to commercial importations or to non-North American species. These exemptions apply to Canada only. Aboriginal peoples should check with the United States authorities regarding CITES requirements for goods entering that country. Appendix B provides a list of goods which may be encountered. If there are any questions concerning the admissibility of goods under CITES, the regional Environment Canada office, as listed in Appendix D of Memorandum D19-7-1, *Convention on International Trade in Endangered Species of Wild Fauna and Flora* (CITES), should be contacted.

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------

People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	7

26. It should also be noted that the natural species peyote from which mescaline is obtained is not subject to legislative controls by Health Canada. Historically, peyote has been used by Aboriginal people in the United States in their religious ceremonies.

27. In cases where the items are controlled under CITES and imported temporarily by a visitor to Canada, border services officers are now allowed to release, without a CITES permit, personal effects, **except for live animals**, that at the time of import, are part of a person's clothing or accessories or are contained in an individual's personal baggage, and that they have owned and possessed in their ordinary country of residence. Tourist souvenirs may also be exempted from CITES permit requirements; however, there are additional restrictions (i.e. no live plants permitted, and no Appendix 1 species).

28. A person must not sell or dispose of the CITES-controlled item within 90 days after the date on which the exemption is claimed and the item must exit Canada with the visitor, at the end of their stay. Any permanent importation of items made from products controlled under CITES into Canada will require the appropriate CITES Permit. For further information, refer to Part 8, Chapter 3.1 - CITES and Other Goods Regulated under the Wild Animal and Plant Protection and Regulation of International and Interprovincial Trade (WAPPRIITA) of this manual.

## Disability Awareness

### *Background*

29. Persons with disabilities are entitled to the same services as any other persons. These rights are recognized not only in the *Canadian Charter of Rights and Freedoms*, but also in the *Canadian Human Rights Act* and in Treasury Board and CBSA policy.

### *Basic Principles*

30. When providing service to persons with disabilities, the following principles apply:

- Keep in mind that persons with disabilities are PERSONS FIRST. Do not think of them in terms of their disabilities.
- Make no assumptions or generalizations. For instance, persons with disabilities are not sick, unintelligent, poor, dependent, unemployed, or helpless. Persons with disabilities deserve the same respectful treatment as any other client. Any negative attitudes you have will be reflected in the manner in which you treat clients and colleagues with disabilities.
- Pity is not an emotion persons with disabilities appreciate. Such feelings reflect the myth that the lives of persons with disabilities are tragic and unfulfilled. In most cases, persons have learned to adjust to

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------

People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	8

their particular disability and to lead productive lives. Similarly, avoid categorizing persons with disabilities as super-achievers, or referring to them as “brave,” “inspirational” or in similar terms.

- Persons with disabilities should be treated with the same dignity, respect, and courtesy as all persons clearing CBSA.
- Adjust the type of assistance to be provided according to the person, rather than according to their particular disability.
- Negative past experiences, stereotyping, or misconceptions about persons with disabilities should not influence your attitude.
- Although not everyone will need your assistance, extend the courtesy of asking persons with disabilities if and how you can assist them.
- Be sensitive to the fact that it may be difficult for many persons with disabilities to ask for your help at all.
- Treat all persons as you yourself would like to be treated.
- Ask, listen, and do not make assumptions.

### *Someone with a Visual Impairment*

31. Legal blindness is defined by the Canadian National Institute for the Blind (CNIB) as having a visual acuity in the better eye, after correction, of 20/200 or less, or if the central field of vision is less than 20 degrees in both eyes. With 20/200 vision, a person can see at 20 feet what someone with perfect vision can see at 200 feet. Some legally blind persons can differentiate between light and dark; some may be able to read large print with a magnifier. Visual defects are one of the most common causes of disability in the world.

### *Communicating and Interacting with Persons with a Visual Impairment*

32. Identify yourself, face the person, and speak directly to him or her. Questions or answers should not be directed to a companion or an attendant who may be accompanying the person. Speak at your usual speed and in your usual tone of voice. If possible, address the person by their name. Friendliness, helpfulness, and openness will be conveyed by your tone of voice. Feel free to use the words “see”, “look”, or “read”.

33. Speak at a regular volume as there is no need to raise your voice. This is especially embarrassing when confidential information is being discussed.

34. Answer all questions orally. Physical gestures such as nodding, pointing, or shaking your head to convey your meaning may not be perceived. In an airport setting, if the E311 declaration card has not been completed with the assistance of airport personnel or an accompanying person, read and summarize the questions in order to complete the declaration card on the person’s behalf.

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------

People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	9

35. If a person who is blind is accompanied by a guide dog, do not attempt to pat it or otherwise distract it from its work. This applies to any type of service animal.

36. Remember to let a person with a visual impairment know when you are about to leave them.

### *Someone with a Hearing Impairment*

37. Deafness is one of several “invisible” disabilities. Hearing loss may range from mild to total inability to hear. Most persons with a hearing disability still have residual hearing, which can be used to hear speech or environmental noises. The majority of persons with a hearing disability have normal speech. Some may use sign language.

38. Persons who are deaf may wear a lapel pin that displays an ear symbol with a line through it or may show you a Communicard which has this symbol on it. The other side contains instructions on how to communicate with the person.

39. Other indicators that the border services officer may observe with persons with a hearing disability are as follows:

- The person may not respond to you.
- The person’s volume or tone of voice may be loud or harsh. His or her speech may be slurred or unclear.
- The person’s answers may be inappropriate or unrelated because the border services officer was not heard properly.
- The person may respond in a slow manner or with hesitation because it takes time to process words and sounds.

### *Communicating and Interacting with Persons with a Hearing Impairment*

40. Be friendly. Persons with hearing loss will become attuned to your attitude by viewing your facial expressions.

41. If you wish to talk to a person with a hearing disability, touch his or her shoulder or arm lightly or wave your hand. This is the equivalent of saying “Excuse me”. Always communicate directly with the person with a hearing disability, even when he or she is accompanied by an interpreter.

42. Maintain eye contact with the person.

43. Keep your head up and your mouth visible.

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------

People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	10

44. Try to speak with expression, without exaggerating your speech. Do **not** raise your voice unless you are asked to do so. You may be asked to rephrase the question as some words are easier to lip-read than others. Do **not** speak too quickly, as the person may be lip-reading.

45. Be patient. You will be able to understand most of the message if you listen carefully. If you are unable to understand the person's speech, ask him or her to repeat it.

46. Revert to written communication if requested by the person, or if oral communication attempts are not successful.

### *Communicating and Interacting with Persons with Both Visual and Hearing Impairment*

47. Persons with this dual disability are usually accompanied by an interpreter. If an interpreter is not present, print out capital letters of the alphabet with your finger on the palm of the person's hand, stopping between words after you have spelled them out. The person is likely to answer you by speaking.

48. If the interpreter/facilitator is present, he or she is likely to perform full sign language or finger spelling. The border services officer should converse directly with the person with the visual and hearing disability.

### *Accommodating Persons with a Mobility Impairment*

#### I. Communicating and Interacting with Persons Who Use a Wheelchair

49. When communicating with persons who use a wheelchair, speak directly to the person in the wheelchair (if he/she is the person seeking service) and not to the person who is pushing the wheelchair or accompanying the person.

50. A wheelchair is a part of the person's body space and contact with the chair should be avoided.

51. Avoid patronizing someone who uses a wheelchair by altering one's voice and mannerisms.

52. If a person who uses a wheelchair is unaccompanied, it is important to first ask him or her if you can be of assistance and, if so, how. For instance, a too helpful grip on the arm of a person using a walker can throw the person off-balance.

**Note:** For information on accommodating persons in wheelchairs at international airports, refer to Memorandum D2-5-3, Travellers Requiring Mobility Assistance at Canadian International Airports, and Part 2, Chapter 3 - Unique Processing Situations/Procedures-Air Mode, paragraphs 24-26 of this manual.

#### II. Communicating and Interacting with Persons with Speech Impairments

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------

People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	11

53. Speech impairments may include slurring words, stuttering, and slow rate of speech or long pauses to formulate responses. Such conditions may be a result of various illnesses and should not be mistaken for drug use or intoxication.

54. The following are communication tips in dealing with persons with speech impairments.

- Do not assume that the person who has a speech impairment is intellectually impaired.
- Likewise, a person with a speech impairment does not necessarily have a hearing disability. Do not speak loudly or enunciate your words as if you believe the person cannot hear or understand you.
- Be patient. Allow the person to complete their own sentences. Do not assume you understand or pretend to understand what the person is attempting to say.
- Communicate directly with the person who is speech-impaired, if he/she is the person seeking service, and not to any person accompanying him or her.
- Paraphrase what you think the person has said to you to ensure that you have properly understood. Do not assume that persons with speech impairments will be offended if you ask them to repeat or rephrase their words.

In direct contact, some person will prefer to communicate in writing so have a pen and paper at your disposal. In some cases, person with speech impairments may use an alphabet or bliss board that contains words, pictures, and letters. When using this type of device, make eye contact with the person, rather than just looking at the display. Use everyday language to ensure that you are understood.

### *Awareness of Persons with Mental Health Problems*

55. Although symptoms may vary, persons with a mental health disorder will experience, to varying degrees and at varying times, the effects of this issue on their ways of thinking, their emotions and their behaviour, to the point it prevents them from coping with the requirements of daily life.

### *Communicating and Interacting with Persons with Mental Health Problems*

56. The following are suggested proposed behaviours that should be adapted to the particular circumstances of the person with whom you are dealing:

- Quickly recognize symptoms of mental health issues.
- Create an atmosphere of trust. Reassure the person and express empathy.
- Pay attention to non-verbal cues.
- Listen without judging.
- Be respectful even if the person's behaviour and speech seem irrational and disturbed.
- Remember that mental health issues are a real illness.

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------



People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	12

- Be available, take your time, remain attentive and calm.
- Provide information and assistance in a clear and specific manner.
- Try to create a calm and non-threatening atmosphere: do not make expansive hand gestures, speak slowly and calmly. It is not advisable to confirm or rebut what the person claims to see, perceive or hear. Provoking the person or getting angry constitutes a lack of professionalism.
- Quickly defuse any emotional escalation and physical agitation.
- If the person is very agitated, do not restrain their movements and ensure their safety and your own. Remain calm to help the person reconnect and feel reassured. Do not hesitate to call on the assistance of another officer or the CBSA superintendent to assist you. If possible, the interview should be moved to a more private setting so that the person feel safe and to minimize disruption to the processing of other persons and to ensure the privacy and dignity of the individual.

### *Someone with an Intellectual Disability*

57. An intellectual disability can be defined as a limited and permanent learning capability, which causes the person difficulties when attempting to cope with normal daily activities. The intellectual impairment may manifest in learning disabilities. Information is processed differently and may result in difficulties in concentration, coordination, reading, writing, calculation, memory, and social competence.

### *Communicating and Interacting with Someone with an Intellectual Disability*

58. The following are examples of behaviours that the border services officer can adopt based on the situation:

- Keep your sentences short, and phrase your questions in a way that can be easily understood.
- Be patient. The stress caused by unfamiliar surroundings may cause distress or anxiety to the person.
- Reassure and comfort persons who appear to be upset or anxious.
- If you notice the person has trouble understanding you, try simply rephrasing your words rather than speaking louder.
- Maintain visual contact.
- Make certain the person fully understands what you are saying.

### *Elderly Persons*

59. Elderly persons may have different responses to the aging process and to how it affects them. Therefore, they may require varying levels of assistance.

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------

People Processing Manual	Program & Policy Management Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	13

*Communicating and Interacting with an Elderly Person*

60. The following points may be useful when interviewing or assisting an elderly person:

- There is no valid reason to use age as a rationale for differential treatment. Most elderly person are physically and mentally capable individuals and should be treated with the same dignity, respect and courtesy as all persons clearing CBSA.
- Do not assume that all elderly persons, even those who appear frail, require your assistance. Do not hesitate to offer your assistance, but wait until your offer is accepted before you help.
- It is easier for the person to take your arm rather than you taking his or hers.
- Be patient and recognize that some elderly person may need more time to move around and to respond to questions. Ask, listen, and do not make assumptions. If the person seems confused, rephrase your question to ensure understanding.
- Avoid being patronizing or overly familiar with an elderly person by referring to them as “my dear” or by using any other familiar expression.

Date issued November 24, 2003	Date amended February 26, 2019
----------------------------------	-----------------------------------

People Processing Manual	Air and Marine Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	1

## **APPENDIX A**

### **List of Articles of Religious, Spiritual and Cultural Significance**

**Sacred bundles** - These are generally small articles placed in a bag by an Aboriginal healer. Contents of the bundles include plant material. The act of merely touching a sacred bundle by an unauthorized individual is believed to destroy its sanctity and religious powers. The four sacred plants—sweet grass, sage, cedar, and tobacco—are also worn in a medicine pouch which hangs from the neck. Tobacco may be in its manufactured commercial form or in its raw form of red willow shavings, known as “kinnikinnick”. These four sacred plants, as well as corn, are used in individual and group ceremonies. They are often used together in an incense mixture. For example, the pipe ceremony is one of the primary group gatherings over which Elders preside. Burning sweet grass is used as an incense to purify worshippers before the pipe is lit. It also symbolizes the unity of the gatherers. Tobacco in its raw or commercial form is used in the pipe itself.

Other articles of religious significance include eagle wings and feathers, rawhide gourds, drums, abalone shells, altar cloths and prints. The abalone shell is used as a container for the incense mixture so that it can be passed from person to person.

Each Elder will have additional personal sacred items such as bear claws on a leather thong or a badge given as a gift by a young person.

**Feathers** - Eagle feathers represent power, strength, loyalty, and the root of life for Aboriginal peoples. They are considered sacred.

**Headdress** - There are various types of headdress worn during formal occasions. These will consist of feathers and animal parts fastened to a leather band. These articles have particular significance and are considered to be very sacred.

**Staffs of Feathers** - These normally consist of eagle feathers attached to a pine or oak wooden staff covered in animal hide. The objects are believed to contain power and are held to be sacred.

**Rattles** - These objects are used to doctor the sick and to initiate spiritual and physical cleansing.

**Drums** - These objects are believed to contain the heartbeat of the Aboriginal nation. They are of various sizes and are used for healing purposes as well as in various ceremonies.

**Pipes** - These are commonly known as sacred peace pipes. They are used for private and group prayers in which tobacco, herbs, or grasses are burned. The bowl and stem are detached from one another while being carried from place to place.

Date issued November 24, 2003	Date Modified February 26, 2019
----------------------------------	------------------------------------

People Processing Manual	Air and Marine Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	2

## **APPENDIX A**

### **List of Articles of Religious, Spiritual and Cultural Significance - cont'd.**

There are different types of pipes. For example, there are warrior pipes that may only be used by men, and pipes for women, which may only be used by women.

Pipes are considered to belong to the community and are not personal possessions. The holder of the pipe is its custodian and must earn this right, usually through fasting.

Pipes are used mainly by a pipe carrier in “smudging” during ceremonies. “Smudging” is the act of spiritually cleansing the body.

**Masks** - Masks may be made of animal skin, cardboard, or paper maché, or may be carved from wood. They are considered to be sacred and must be touched or handled only by owners/dancers themselves or their leaders. It is believed that contact by others profanes the mask and destroys its spiritual worth.

**Blankets** - When used in ceremonies to carry ceremonial pieces or as part of a woman’s costume, they are also held to be sacred.

**Native Jewellery** - Native jewellery consisting of animal parts or jade or similar minerals are often worn in religious ceremonies.

**Sacred Food** - There are different types of sacred food, depending on the tribe. For example, for the Ojibway, an eastern tribe, such food as wild rice, corn, strawberries, and deer meat are considered to be sacred. For members of a West Coast tribe, the sacred food may be fish prepared in a special way.

Date issued November 24, 2003	Date Modified February 26, 2019
----------------------------------	------------------------------------

People Processing Manual	Air and Marine Division	page
Part 1 Introduction	Chapter 4 Awareness Issues	3

## **APPENDIX B**

### **List of Potential Importations**

#### Raptor Parts:

Eagle feathers  
Eagle talons  
Owl feathers  
Owl talons

#### Plant Products:

Cactus peyote buttons  
Rain sticks  
Rattles

#### Wolf Products:

Wolf fur  
Wolf skulls  
Wolf claws

#### Marine Mammals:

Walrus ivory  
Whale bone  
Whale baleen  
Polar bear fur, etc.

#### Bear Parts:

Bear fur  
Bear claws  
Bear teeth

#### Otter Products:

Sea otter fur  
River otter fur  
Skulls

#### Cat Products

Skulls, claws, and fur from cougar, lynx, bobcat, and jaguar

#### Other Products

Parrot feathers  
Tortoise shells

Date issued November 24, 2003	Date Modified February 26, 2019
----------------------------------	------------------------------------

# Gender-based analysis plus

## General Information

### Governance structures

The CBSA has endorsed the following policy statement:

The CBSA will make Gender-based Analysis Plus (GBA+) an integral part of our policies, programs and initiatives to ensure an understanding of the impacts on gender and diversity, in order to make better decisions and achieve better results for all our clients, stakeholders and all Canadians.

To fulfill this policy, the Agency is currently using a distributed model of GBA+ responsibilities across the Agency, incorporating the following roles:

- The **GBA+ Champion** is responsible for promoting the understanding and use of GBA+ across the Agency, and for acting as the liaison at senior-level interdepartmental meetings and events.
  - The GBA+ Champion will institute a **GBA+ Internal Working Group** in 2019–20 to ensure that a healthy and viable network of GBA+ information and best practices is available to all employees.
- The **GBA+ Responsibility Centre** is situated within the Agency's new Strategic Policy Branch and is responsible for supporting the implementation of the Agency's GBA+ policy, including increasing GBA+ information resources and providing strategic guidance to the rest of the Agency as it mainstreams GBA+ principles into common work practices and considerations in its programs and operations.
  - The GBA+ Responsibility Centre will work collaboratively with the GBA+ Internal Working Group to provide advice on cross-Agency priorities or issues in the implementation of GBA+ and to identify emerging issues in the use of GBA+ within the CBSA and the Government of Canada's (GC) broader efforts.
  - The GBA+ Responsibility Centre and GBA+ Champion will continue to work closely with initiative leads and offices responsible for reviewing submissions to central agencies in order to help enhance the analysis done when the Agency is completing mandatory GBA+ reviews.
- **CBSA senior officials** are responsible for ensuring ongoing implementation of GBA+ across the Agency, as well as for supporting employees by providing the proper resources to normalize GBA+ into the Agency's everyday work practices.
- **CBSA employees** are responsible for familiarizing themselves with their GBA+ responsibilities, which include undertaking basic training and understanding how to incorporate gender, diversity and inclusiveness considerations into their normal work processes in order to achieve equitable outcomes.

- The **CBSA Co-Champions for Women** are responsible for leading the Women's Advisory Committee (WAC) which promotes the CBSA as a workplace of choice for women in leadership within the GC.
  - An action plan is currently being developed by the WAC in support of its mandate to identify processes that either help or hinder the progress of women in the workplace, advocate for women's leadership at all levels, foster awareness regarding gender parity, and promote the representation and interests of women.
  - The Co-Champions for Women also promote Women in Defence and Security (WiDS) which encourages and supports the advancement of women in careers related to Canadian defense and security industries.

The CBSA routinely provides reporting to the Department for Women and Gender Equality and/or the Treasury Board Secretariat on its various GBA+ activities.

## **Human resources**

Two employees directly support the work of the GBA+ Champion and GBA+ Responsibility Centre, along with numerous others on advisory committees and other governance bodies; however, an accurate count of full-time equivalents (FTEs) cannot be provided as no employees are solely dedicated to GBA+ activities.

Several CBSA officials have been provided with a tailored course on incorporating GBA+ into policies and programs, and how to support their employees in this process.

## **Planned initiatives**

In 2019–20, the CBSA will continue to advance efforts to remove implementation barriers and build institutional capacity for GBA+ through a variety of initiatives, including:

- Continuing to review Memoranda to Cabinet and Treasury Board Submissions to ensure that GBA+ perspectives are fully considered;
- Updating the GBA+ repository and building a more comprehensive electronic library of resources;
- Further leveraging specialized GBA+ training developed by the Agency and Public Safety Portfolio partners; and
- Enhancing communication and understanding of the advantages of GBA+ so that it becomes ingrained as a regular business process across the Agency.

A summary of specific initiatives under each of the Agency's core responsibilities is provided below.

## **Core Responsibility: Border Management**

### **Reconciliation**



- The CBSA remains committed to supporting the GC's reconciliation efforts and to being a leading organization that engages, respects, cooperates and partners with Indigenous peoples to provide integrated border services that support national security and public safety priorities, while facilitating the free flow of admissible people and goods.
- In 2018–19, the Agency announced the formation of an Indigenous Affairs Secretariat (IAS) to provide Indigenous perspectives and guidance on all matters relating to the four guiding elements of the CBSA's Indigenous Framework and Strategy (IFS): people, policies, operations and engagement.
- In 2019–20, the IAS will continue to implement the commitments outlined in the IFS, including an innovative approach to co-develop strategies using design thinking and facilitation with Indigenous partners. In partnership with other government departments and Indigenous stakeholders, this initiative will seek to address the issues identified in the Report on First Nation Border Crossing Issues.

## **Recourse**

- The CBSA's Recourse Program plans to review whether additional data elements relating to GBA+ may be collected when complaints are submitted and to include a consent and privacy notice statement advising complainants of this data collection. These data elements could then be used for statistical and/or trend analysis which, in turn, could inform decision-making on the Agency's policies, programs and operations impacting service delivery.

## **Gender Identity**

- The CBSA, working in collaboration with its GC partners, will advance work on its policies and programs involving gender identity requirements for official government documents, such as passports.

## **Core Responsibility: Border Enforcement**

- The CBSA affirms its role in the GC's commitment to preventing and combatting human trafficking, and to supporting victims and survivors.
- The CBSA will review its immigration enforcement policy framework to identify ways in which the needs of vulnerable individuals, including those subjected to gender-based violence, could be better reflected throughout the immigration enforcement continuum.

## **Internal Services**

### **Recruitment**

- In 2018–19, the CBSA launched a new recruitment process for border services officers and began applying a GBA+ lens to this process. Based on the findings of a study conducted by the Royal Canadian Mounted Police (RCMP), the CBSA made several

adjustments to its own processes incorporating best practices for recruitment. The development of the Agency's new Officer Trainee Entrance Exam also included the application of a GBA+ lens.

- The Agency is currently working with the Office of the Chief Human Resources Officer to secure the services of an expert in GBA+ analysis. This expert will assist in conducting a comprehensive analysis of the challenges associated with officer recruitment and in identifying possible solutions.
- The Agency's recruitment initiatives are regularly reviewed to ensure that they capitalize on opportunities to participate in events tailored toward historically underrepresented groups such as young women in the fields of public safety and law enforcement. In addition, the Agency continues to work closely with the GC's security and intelligence community on targeted recruitment events for women, placing focus on how branding is perceived from a GBA+ perspective.
- Efforts are also ongoing to ensure balance within the Agency's management cadre. For example, in 2018–19, the Agency launched an employment equity targeted selection process for management positions at groups and levels immediately below executive rank. These efforts will help increase representation, including women, in the feeder groups for the executive cadre.

## **Training**

- Through the implementation of a design checklist including GBA+ considerations, the CBSA will ensure that GBA+ is incorporated within the instructional design and development of courseware, and that training products are responsive to and representative of the diversity of learners and clients.
- Furthermore, a new section within the CBSA's Basic Instructional Techniques course, which is mandatory for training delivery, has been designed and will be piloted in 2019–20. The new section includes classroom inclusivity strategies and GBA+ considerations, serving to equip instructors with tools on how to incorporate gender, diversity and inclusiveness considerations into training curriculums.

## **Mental Health**

- Although there are no new initiatives directly related to GBA+, the CBSA's Mental Health Strategy remains in effect to create a culture that enshrines psychological health, safety and well-being in all aspects of the workplace through collaboration, inclusivity and respect.
- The Mental Health Strategy is all-inclusive and designed to engage and benefit all employees, regardless of gender. The strategy strengthens the Agency's commitment to take action in instances of incivility, harassment or discrimination and to create and maintain an inclusive, healthy and respectful workplace. To this end, two mandatory courses are in place for all employees, reinforcing the importance of inclusivity and respect in the workplace.
- Additionally, specific tools have been adopted to ensure that a mental health lens is applied to the development and review of CBSA policies. These tools ensure that

policymakers continue to consider psychological factors impacting mental health such as diversity and inclusivity.

## **Diversity**

- The CBSA participates in the Deputy Minister Task Force on Diversity and Inclusiveness (TF-D&I), as well as two sub-committees. The TF-D&I examines and formulates advice on how to promote inclusion and ensure that Canada fully benefits from the participation of all Canadians in our economic, social, cultural and civic life.
- The CBSA will continue to leverage its diversity advisory committees to refine the development of programs and activities specific to their respective communities, thereby contributing to the overall advancement of diversity and inclusion within the Agency.
- In collaboration with the LGBTQ2+ Advisory Committee, the CBSA piloted a Positive Space training product in 2018–19, with national deployment planned for 2019–20.
- In 2018–19, the LGBTQ2+ Transgender Protocols Working Group developed transgender protocols for the CBSA. These protocols are currently under review by the LGBTQ2+ Advisory Committee Champion, as well as by various areas of the Agency that will be impacted by the implementation of the protocols.
- Together with the RCMP, Public Services and Procurement Canada and the Canadian Coast Guard, the CBSA is participating in a Uniform Modernization Working Group. Following discussions in 2018–19 regarding inclusive clothing procurement in the federal public service, the CBSA has undertaken a review of uniform policy and the development of a related action plan.

## **Performance Measurement**

- While formal plans for performance monitoring have yet to be established, the Agency will look into identifying performance metrics for the above-mentioned initiatives in 2019–20.

# Analyse comparative entre les sexes plus

## Renseignements généraux

### Structures de gouvernance

L'ASFC a approuvé l'énoncé de politique suivant :

L'ASFC intégrera entièrement l'analyse comparative entre les sexes plus (ACS+) à ses politiques, à ses programmes et à ses initiatives afin de veiller à bien comprendre les conséquences sur les facteurs de genre et la diversité, et ainsi de prendre de meilleures décisions et d'obtenir de meilleurs résultats pour tous ses clients, ses intervenants et les Canadiens.

Pour observer cette politique, l'Agence se sert d'un modèle qui répartit les responsabilités en matière d'ACS+ entre tous ses secteurs, et prévoit les rôles suivants :

- Le **champion de l'ACS+** s'occupe de favoriser la compréhension et l'utilisation de l'ACS+ dans l'ensemble de l'Agence, et assure la liaison lors de réunions et d'activités interministérielles de la haute direction;
  - Le champion de l'ACS+ mettra sur pied un **groupe de travail interne sur l'ACS+** en 2019-2020 pour offrir un réseau efficace et viable de renseignements et de pratiques exemplaires en matière d'ACS+ à tous les employés.
- Le **centre de responsabilité de l'ACS+** se situe dans la nouvelle Direction générale de la politique stratégique et soutient la mise en œuvre de la politique de l'ASFC sur l'ACS+, notamment en augmentant les ressources d'information sur l'ACS+ et en fournissant des orientations stratégiques au reste de l'Agence à mesure qu'elle intègre les principes d'ACS+ aux pratiques de travail courantes et les considérations à ses programmes et à ses activités.
  - Le centre de responsabilité de l'ACS+ collaborera avec le groupe de travail interne sur l'ACS+ pour donner des conseils sur les priorités ou problèmes de l'Agence en ce qui concerne la mise en œuvre de l'ACS+ et pour cerner les problèmes émergents que posent son utilisation à l'ASFC et les efforts plus vastes du gouvernement du Canada.
  - Le centre de responsabilité et le champion de l'ACS+ poursuivront leur collaboration étroite avec les responsables d'initiatives et les bureaux responsables de l'examen des propositions soumises aux organismes centraux, afin d'améliorer l'analyse effectuée dans le cadre des examens obligatoires de l'ACS+ à l'Agence.
- Les **cadres supérieurs de l'ASFC** sont chargés de la mise en œuvre continue de l'ACS+ à l'Agence et aident les employés en leur fournissant les ressources utiles à la normalisation de l'ACS+ dans les pratiques quotidiennes de l'Agence.
- Les **employés de l'ASFC** doivent se familiariser avec leurs responsabilités en matière d'ACS+, notamment en suivant une formation de base et en comprenant la façon

d'intégrer les considérations liées au sexe, à la diversité et à l'inclusion à leurs processus de travail réguliers, afin d'obtenir des résultats équitables.

- Les **cochampionnes de l'ASFC pour les femmes** sont chargées de diriger le Comité consultatif des femmes (CCF), qui fait la promotion de l'ASFC comme milieu de travail de prédilection pour les femmes leaders au sein du gouvernement du Canada.
  - Le CCF met actuellement au point un plan d'action pour appuyer son mandat, c'est à dire relever les processus qui contribuent à faire avancer les femmes dans le milieu de travail ou qui les en empêchent, faire la promotion du leadership des femmes à tous les niveaux, favoriser la sensibilisation à l'égard de la parité entre les sexes et promouvoir la représentation et les intérêts des femmes.
  - Les cochampionnes pour les femmes font également la promotion de Femmes en Défense et Sécurité (FeDS), une organisation qui encourage et favorise l'avancement des femmes dans des professions liées aux secteurs canadiens de la défense et de la sécurité.

L'ASFC fait régulièrement rapport de ses diverses activités d'ACS+ au ministère des Femmes et de l'Égalité des genres ou au Secrétariat du Conseil du Trésor.

## Ressources humaines

Deux employés appuient directement le travail du champion et du centre de responsabilité de l'ACS+, et de nombreux autres employés font partie de comités consultatifs et d'autres organismes de gouvernance; il n'est toutefois pas possible de fournir le dénombrement exact des équivalents temps plein étant donné qu'aucun employé ne se consacre uniquement aux activités d'ACS+.

Plusieurs représentants de l'ASFC ont reçu un cours adapté sur l'intégration de l'ACS+ aux politiques et aux programmes, et sur la façon de soutenir leurs employés dans ce processus.

## Initiatives prévues

En 2019–2020, l'Agence poursuivra ses efforts pour éliminer les obstacles à la mise en œuvre et renforcer la capacité organisationnelle d'ACS+ à l'aide de diverses initiatives, dont celles-ci :

- continuer l'examen des mémoires au Cabinet et des présentations au Conseil du Trésor pour s'assurer que les perspectives de l'ACS+ sont entièrement prises en considération;
- mettre à jour le dépôt de l'ACS+ et créer une bibliothèque de ressources électroniques plus complètes;
- continuer de miser sur une formation spécialisée en ACS+ mise au point par l'Agence et les partenaires du portefeuille de la Sécurité publique;
- améliorer la communication et la compréhension des avantages de l'ACS+ afin qu'elle devienne un processus opérationnel courant à l'Agence.

Vous trouverez ci-dessous un résumé des initiatives précises sous chacune des responsabilités essentielles de l'Agence.

## Responsabilité essentielle : Gestion de la frontière

### Réconciliation

- L'ASFC maintient son engagement à soutenir les efforts de réconciliation du gouvernement du Canada et à agir comme leader qui consulte et respecte les peuples autochtones, collabore avec eux et conclut des partenariats avec eux pour fournir des services frontaliers intégrés qui appuient les priorités en matière de sécurité nationale et de sécurité publique tout en facilitant la libre circulation des voyageurs et des marchandises admissibles.
- En 2018-2019, l'Agence a annoncé la création d'un Secrétariat aux affaires autochtones (SAA) pour fournir une perspective et une orientation autochtones sur toutes les questions concernant les quatre éléments directeurs du cadre et de la stratégie pour les Autochtones de l'ASFC : personnes, politiques, opérations et mobilisation.
- En 2019-2020, le SAA poursuivra la mise en œuvre des engagements décrits dans le cadre et la stratégie pour les Autochtones, notamment une approche novatrice pour mettre au point conjointement des stratégies à l'aide de la réflexion conceptuelle et de la facilitation avec des partenaires autochtones. En partenariat avec d'autres ministères et des intervenants autochtones, cette initiative visera à régler les questions mentionnées dans le Rapport sur les questions liées aux Premières Nations et au passage de la frontière.

### Recours

- Le programme de recours de l'ASFC envisage d'examiner si les éléments de données supplémentaires liés à l'ACS+ peuvent être recueillis lorsque des plaintes sont déposées, et d'inclure un énoncé de confidentialité et de consentement informant les plaignants de cette collecte de données. Ces éléments de données pourraient ensuite servir à l'analyse des statistiques ou des tendances qui, par la suite, pourrait orienter la prise de décisions au sujet des politiques, des programmes et des opérations ayant des répercussions sur la prestation des services.

### Identité de genre

- L'ASFC, en collaboration avec ses partenaires du gouvernement du Canada, fera progresser les travaux relatifs à ses politiques et programmes concernant les exigences en matière d'identité de genre pour les documents officiels du gouvernement, tels que les passeports.

## Responsabilité essentielle : Exécution de la loi frontalière

- L'ASFC affirme son rôle dans l'engagement du GC en matière de prévention et de lutte contre la traite des êtres humains et d'aide aux victimes et aux survivants.

- L'ASFC examinera son cadre de politique d'exécution en matière d'immigration afin de déterminer de quelle manière les besoins des personnes vulnérables, y compris ceux victimes de violence sexiste, pourraient être mieux pris en compte tout au long du processus de contrôle de l'immigration.

## **Services internes**

### **Recrutement**

- En 2018–2019, l'ASFC a lancé un nouveau processus de recrutement des agents des services frontaliers et a amorcé l'application du principe de l'ACS+ à ce processus. D'après les conclusions d'une étude réalisée par la Gendarmerie royale du Canada (GRC), l'ASFC a apporté plusieurs modifications à ses processus en y intégrant des pratiques exemplaires de recrutement. L'élaboration du nouvel examen d'entrée des agents stagiaires de l'Agence comprenait également l'application du principe de l'ACS+.
- L'Agence travaille actuellement avec le Bureau du dirigeant principal des ressources humaines pour faire appel aux services d'un spécialiste en ACS+. Ce dernier participera à une analyse approfondie des difficultés associées au recrutement des agents. Il participera également à la détermination de solutions possibles.
- Les initiatives de recrutement de l'Agence font régulièrement l'objet d'un examen pour s'assurer qu'elles misent sur les possibilités de prendre part à des activités ciblant des groupes traditionnellement sous représentés, notamment les jeunes femmes, dans les domaines de la sécurité publique et de l'exécution de la loi. De plus, l'Agence poursuit sa collaboration étroite avec le milieu de la sécurité et du renseignement du gouvernement du Canada au sujet d'activités de recrutement qui ciblent les femmes, en portant une attention particulière à la perception de l'image de marque selon l'angle de l'ACS+.
- On s'efforce également d'assurer l'équilibre dans l'effectif de direction de l'Agence. Par exemple, en 2018-2019, elle a lancé un processus de sélection axé sur l'équité en matière d'emploi pour des postes de direction dont les groupes et niveaux se situaient immédiatement sous l'échelon de direction. Ces efforts permettront d'accroître la représentation, notamment des femmes, dans les groupes de relève pour l'effectif de la direction.

### **Formation**

- Par l'instauration d'une liste de contrôle de la conception qui tient compte de l'ACS+, l'ASFC veillera à ce que l'ACS+ soit intégrée à la conception pédagogique et à l'élaboration des didacticiels, et à ce que les produits de formation soient souples et représentatifs de la diversité de ses apprenants et clients.
- En outre, un nouveau volet du cours sur les techniques d'instruction de base de l'ASFC (obligatoire pour la prestation de la formation) a été conçu et sera mis à l'essai en 2019-2020. Le nouveau volet comprend des stratégies d'inclusion en salle de classe et les aspects de l'ACS+ à considérer, et sert à doter les instructeurs d'outils sur la façon d'intégrer aux programmes de formation les considérations liées au sexe, à la diversité et à l'inclusion.



## Santé mentale

- Même si aucune nouvelle initiative ne se rapporte directement à l'ACS+, la Stratégie en matière de santé mentale de l'ASFC demeure en vigueur pour créer une culture qui intègre la santé, la sécurité et le bien-être psychologiques à toutes les facettes du milieu de travail, grâce à la collaboration, à l'inclusion et au respect.
- La Stratégie en matière de santé mentale est complète et conçue de manière à mobiliser tous les employés, peu importe leur sexe, et à leur être utile. La Stratégie renforce l'engagement de l'ASFC à prendre les mesures qui s'imposent en cas d'incivilité, de harcèlement et de discrimination et à créer et à maintenir un milieu de travail inclusif, sain et respectueux. À cette fin, deux cours obligatoires sont offerts à tous les employés, renforçant l'importance de l'inclusion et du respect en milieu de travail.
- De plus, des outils précis ont été adoptés afin de tenir compte de l'aspect de la santé mentale dans l'élaboration et l'examen des politiques de l'ASFC. Ces outils veillent à ce que les responsables de l'élaboration des politiques prennent en considération les facteurs psychologiques qui ont une incidence sur la santé mentale, comme la diversité et l'inclusion.

## Diversité

- L'ASFC fait partie du Groupe de travail des sous ministres sur la diversité et l'inclusion ainsi que de deux autres sous-comités. Ce groupe de travail examine les moyens de promouvoir l'inclusion et de s'assurer que le Canada tire pleinement profit de la participation de tous les Canadiens à notre vie économique, sociale, culturelle et civique. Le groupe de travail formule également des conseils sur ces moyens.
- L'ASFC continuera de miser sur ses comités consultatifs en matière de diversité pour peaufiner l'élaboration de programmes et d'activités propres à leurs milieux respectifs, contribuant ainsi à la promotion générale de la diversité et de l'inclusion au sein de l'Agence.
- En collaboration avec le Comité consultatif LGBTQ2+, l'ASFC a mis à l'essai un produit de formation sur l'espace positif en 2018-2019, dont le déploiement national est prévu pour 2019-2020.
- En 2018-2019, le Groupe de travail LGBTQ2 sur les protocoles liés aux personnes transgenres a mis au point ces protocoles pour l'ASFC. Ils font actuellement l'objet d'un examen par le champion du Comité consultatif LGBTQ2+, ainsi que par divers secteurs de l'Agence qui seront touchés par la mise en œuvre des protocoles.
- De concert avec la GRC, Services publics et Approvisionnement Canada et la Garde côtière canadienne, l'ASFC fait partie d'un groupe de travail sur la modernisation des uniformes. À la suite de discussions tenues en 2018-2019 au sujet de l'approvisionnement en vêtements inclusifs dans la fonction publique fédérale, l'ASFC a entrepris l'examen de la politique relative aux uniformes et la mise au point d'un plan d'action connexe.

## Mesure du rendement

- En 2019-2020, même si aucun plan officiel de surveillance du rendement n'a encore été établi, l'Agence cherchera à définir des mesures du rendement pour chacune des initiatives précitées.



Canada Border  
Services Agency

Agence des services  
frontaliers du Canada

# Atlas

Home > Initiatives

## Gender-Based Analysis Plus (GBA+)



### Messages

- [GBA+ awareness week - Champion's message](#)  
(2019-09-23)
- [CBSA's 2019-20 Departmental Plan - GBA+ Priorities](#)  
(2019-09-23)
- [Message from the GBA+ Champion](#)  
(2019-02-19)
- [Announcing the GBA+ Champion](#)  
(2019-02-19)

### Tools and Resources

- [Introduction to GBA+ online course](#)
- [Microlearning Videos](#)
  - [Primary Inspection Kiosk](#)
  - [Top Ten Don'ts of GBA+](#)
- [GBA+ Community on Apollo](#)
- Contact: [GBA+ Centre of Responsibility](#)

### What is GBA+?

The Government of Canada has renewed its commitment to Gender based Analysis Plus (GBA+) which is an analytical process undertaken when developing a new or modified legislation, regulation, policy, program, service, and corporate practice. The objective of applying GBA+ principles is to assess what impacts the proposed initiative has on a diverse group of people, and to use the results of the assessment as a basis in ensuring equitable treatment and opportunities for all. GBA+ includes a range of intersecting identity factors, such as:

- ability/disability
- gender
- age
- ethnicity
- culture
- language
- education
- income

As public servants, we are required to complete a thorough gender and diversity analysis to improve policy and operational decisions that impact diverse populations.

## **CBSA's GBA+ Statement of Intent**



In 2014, the CBSA committed, with the support of Women and Gender Equality Canada, to actively engage in the Departmental Action Plan on GBA+. The CBSA will make GBA+ an integral part of our policies, programs, and initiatives to ensure an understanding of the impacts on gender and diversity, in order to make better decisions and achieve better results for all our clients, stakeholders, and Canadians.

Date modified: 2019-09-23

# Atlas

Accueil > Initiatives

## L'analyse comparative entre les sexes plus (ACS+)



### Messages

- [Message de la championne de l'ACS+](#)  
(2019-09-23)
- [Plan ministériel 2019-2020 de l'ASFC – priorités de l'analyse comparative entre les sexes plus](#)  
(2019-09-23)
- [Message de la championne de l'ACS+](#)  
(2019-02-19)
- [Annonce de la nouvelle championne l'ACS+](#)  
(2019-02-19)

### Outils et ressources

- Cours en ligne [Introduction à l'ACS+](#)
- [Microleçons vidéos](#)
  - [Bornes d'inspection primaire](#)
  - [Les dix principales choses à ne pas faire en ACS+](#)
- [Communauté de l'Analyse comparative entre les sexes plus \(ACS+\) sur Apollo](#)
- Contact : [Centre de responsabilité de l'ACS+](#)

### Qu'est-ce que l'ACS+?

Le gouvernement a récemment renouvelé son engagement à l'égard de l'analyse comparative entre les sexes plus (ACS+), un processus d'analyse utilisé dans l'élaboration ou la modification de lois, de règlements, de politiques, de programmes, de services ou de pratiques organisationnelles. L'application des principes de l'ACS+ vise à évaluer les répercussions d'une initiative proposée sur divers ensembles de personnes, et à utiliser les résultats de cette évaluation pour assurer un traitement et des possibilités équitables pour tous. L'ACS+ comprend plusieurs facteurs identitaires, dont certains se recoupent, par exemple :

- les handicaps
- le genre
- l'âge
- l'ethnicité
- la culture
- la langue
- la scolarisation
- le revenu

En tant que fonctionnaires, nous sommes tenus d'effectuer des analyses approfondies sur le genre et la diversité afin d'améliorer les politiques et les décisions opérationnelles qui touchent diverses populations.



## **Énoncé d'intention de l'ASFC concernant l'ACS+**

En 2014, l'ASFC s'est engagée, avec l'appui de Condition féminine Canada, à participer activement au plan d'action ministériel sur l'analyse comparative entre les sexes plus (ACS+). L'ASFC fera de l'ACS+ une partie intégrante de ses politiques, ses programmes et ses initiatives pour s'assurer de bien comprendre les conséquences de ceux-ci sur les sexes et la diversité afin de prendre de meilleures décisions et d'obtenir de meilleurs résultats pour tous nos clients, les intervenants et les Canadiens.

Date de modification : 2019-09-23

## Atlas

Home > Initiatives > GBA+

### Gender Equality Week and Gender-based Analysis Plus (GBA+) Awareness Week: Champion's message



Colleagues,

From September 23rd to 27th, it is Gender Equality Week and Gender-based Analysis Plus (GBA+) Awareness Week in Canada! This is an opportunity to highlight the importance of diversity and inclusion in the development of policy, programs, operations and people management. While the term GBA focuses on "gender", the "+" ensures that intersectional factors such as ability/disability, affluence, age, ethnicity, and religion are also taken into consideration in our decision-making processes.

At the beginning of this fiscal year, the Canada Border Services Agency (CBSA) published its [2019-20 Departmental Plan](#), which included a number of [GBA+ related priorities](#) to foster GBA+ analytical practices in the Agency. I recommend that you familiarize yourself with these commitments and start thinking about next year's priorities.

In addition, I'm proud to report that:

- On Thursday, September 26th, Pamela Murphy from the Privy Council Office's LGBTQ2 Secretariat will be giving a presentation to NHQ staff on improving our workplace through the use of "[Gender Inclusive Language](#)";
- the CBSA's [GBA+ Working Group](#), made up of volunteers from across the Agency was recently assembled to build awareness and promote GBA+;
- our [GBA+ Atlas Page](#) was updated and we are launching a new [GBA+ Apollo Community Hub](#) where you will find GBA+ Resources; and
- in partnership with the [Centre for Intercultural Learning \(CIL\)](#) we are offering four 1-day GBA+ training sessions to 100 CBSA participants this fall.

Also, the [GBA+ Centre of Responsibility](#) is looking for good examples to support the creation of a second CBSA-centric micro-learning video similar to the one on the [Primary Inspection Kiosks](#). We would like to invite you to submit suggestions to the [GBA+ Centre of Responsibility](#) by October 31, 2019.

Finally, I encourage all CBSA employees to complete the [Introduction to GBA+](#) online course offered by Women and Gender Equality Canada.

I wish you a wonderful Gender Equality and Gender-based Analysis Plus Awareness Week!

**Justine Akman**  
Director General  
Strategic and Traveller Policy  
GBA+ Champion

Date modified: 2019-09-23



## Atlas

Accueil > Initiatives > ACS+

### Semaine de l'égalité des sexes et de sensibilisation à l'analyse comparative entre les sexes plus : mot de la championne



Chères collègues,  
Chers collègues,

La semaine de l'égalité des sexes et de sensibilisation à l'analyse comparative entre les sexes plus (ACS+) se déroule du 23 au 27 septembre 2019. C'est une occasion de souligner l'importance de l'inclusion et de la diversité dans l'élaboration des politiques et des programmes, dans les opérations, et dans la gestion des personnes. Alors que le terme ACS mentionne explicitement les sexes (et implicitement les genres), le + rappelle que les facteurs intersectionnels comme les handicaps, l'aisance, l'âge, l'appartenance ethnique et la religion sont également pris en compte dans nos décisions.

Au début de l'exercice en cours, l'Agence des services frontaliers du Canada (ASFC) a publié son [Plan ministériel 2019-2020](#), qui comprend plusieurs [priorités liées à l'ACS+](#) pour favoriser l'adoption de pratiques d'analyse à l'interne. Je vous recommande d'en prendre connaissance, et de commencer à penser aux priorités pour l'année prochaine.

De plus, je suis fière d'annoncer :

- que le jeudi, 26 septembre, Pamela Murphy du secrétariat LGBTQ2 du Bureau du Conseil privé offrira une présentation au personnel de l'administration centrale qui nous permettra d'améliorer le milieu du travail en utilisant « **un langage inclusif pour les deux sexes** »;
- qu'un **groupe de travail sur l'ACS+**, composé de volontaires dans toute l'ASFC, vient d'être formé pour faire connaître l'ACS+ et en faire la promotion;
- que notre page [Atlas sur l'ACS+](#) vient d'être mise à jour, et que nous lançons un nouveau [carrefour communautaire Apollo de l'ACS+](#), où vous trouverez des ressources en la matière; et
- qu'en partenariat avec le [Centre d'apprentissage interculturel](#) nous offrons quatre séances de formation d'une journée sur l'ACS+ à 100 participants de l'ASFC cet automne.

De plus, le [Centre de responsabilité ACS+](#) cherche de bons exemples pour appuyer la production d'une deuxième micro-vidéo centrée sur le travail de l'ASFC, semblable à celle touchant les [Bornes d'inspection primaire](#). Nous vous invitons communiquer vos au [Centre de responsabilité ACS+](#) d'ici le 31 octobre 2019.

Enfin, j'aimerais encourager tous les employés de l'ASFC à compléter le cours [d'Introduction à l'ACS+](#), offert en ligne par le ministère de la Condition féminine Canada.

Je vous souhaite à tous et toutes une formidable semaine de l'égalité des sexes et de sensibilisation à l'analyse comparative entre les sexes plus!

**Justine Akman**  
Directrice générale  
Politiques stratégiques et des voyageurs  
Championne de l'ACS+

Date de modification : 2019-09-23

## Tennant, Steven

**From:** DGO Strategic and Travellers Policy / BDG Politiques stratégiques et voyageurs (CBSA/ASFC)  
**Sent:** July 30, 2019 03:24 PM  
**To:** Tang, Godfrey; Lutfallah, Jennifer; Francis, Andrew; Elmy, Nicole; Alimohamed, Natasha; Herbasz, Ryszard; McKay, Réa; Demers, Ann; Guèvremont, France; Ratanshi, Shyro; Prudent, Natacha; Hawkins, Keren; Lapierre, Eric; Durocher, Steven; Swift, David; Taymun, Scott; Gerikyan, Berdj  
**Cc:** Martel, Alexandre; Brin, Jean-Guy; Richer, Martin R ; Ludwig, Edward; GBA Centre of Responsibility / ACS Centre de responsabilité (CBSA/ASFC)  
**Subject:** GBA+ Training / Formation ACS+  
**Follow Up Flag:** Follow up  
**Flag Status:** Flagged  
**Categories:** GBA+ Champion

**English Version**  
 \*\*\* La version française suit \*\*\*

Colleagues,

As the Gender-based Analysis Plus (GBA+) Champion for the Agency, I am writing to solicit nominees for GBA+ training that will run in September and October.

CBSA worked in collaboration with our Portfolio+ partners and the Centre for Intercultural Learning (CIL) to design a GBA+ course specifically for Public Safety and Security Departments. Given the increasing demand on all of us to ensure comprehensive diversity analysis in our submissions and products, we have approached CIL to deliver the training this fall. Can you please canvass your staff to help identify individuals who are interested and available to participate in this training as per the timings and considerations outlined below?

- English session: September 11, 2019
- English session: September 18, 2019
- French session: October 23, 2019
- English session: October 30, 2019

**Considerations:**

- Costs for course delivery will be covered by the Strategic and Traveller Policy Directorate. Costs for travel should be paid by the home branch;
- Pre-requisite: Interested parties must have completed the Canada School of Public Service's *Introduction to Gender-based Analysis Plus* on-line course prior to attending a session;
- The course will be conducted at the CIL building in Gatineau, QC.

If interested, applicants should ensure they have management approval to attend and then submit their name and language preference directly to the GBA+ Centre of Responsibility by **August 6, 2019**.

Once responses have been generated, applicants will be notified with confirmation of their attendance and all pertinent logistical information.

Thank you,

Justine Akman  
GBA+ Champion

---

### Version française

Chers collègues,

Je vous écris à titre de champion de l'analyse comparative des sexes plus (ACS+) pour trouver des participants à la formation ACS+ qui aura lieu en septembre et en octobre.

L'ASFC a travaillé en collaboration avec nos partenaires du portefeuille+ et avec le Centre d'apprentissage interculturel (CAI) et a conçu une formation à l'intention des organismes fédéraux responsables de la sécurité publique. Parce que nous devons tous être de plus en plus soucieux d'appliquer des analyses exhaustives de diversité à nos présentations et à nos produits, nous avons demandé au CAI d'offrir une formation cet automne. Je vous demande donc de recenser votre effectif pour trouver des personnes intéressées et disponibles pour une des séances de formation ci-dessous.

- Séance en anglais : 11 septembre 2019
- Séance en anglais : 18 septembre 2019
- Séance en français : 23 octobre 2019
- Séance en anglais : 30 octobre 2019

#### Considérations

- Les coûts associés à la prestation de la formation seront couverts par la Direction des politiques stratégiques et des Voyageurs. Les coûts de transport devraient être payés par la direction générale d'attache.
- Prérequis : les personnes intéressées doivent avoir suivi le cours en ligne *Introduction à l'analyse comparative entre les sexes plus* de l'École de la fonction publique du Canada avant de participer à la séance.
- La formation sera donnée à l'édifice du CAI, situé à Gatineau, au Québec.

Les participants intéressés doivent s'assurer d'obtenir l'autorisation de leur gestionnaire, puis envoyer leur nom et leur préférence linguistique par courriel à [ACS+ Centre de responsabilité](#) d'ici **le 6 août**.

Une fois que les réponses auront été reçues, les participants recevront une confirmation de formation accompagnée de tous les renseignements nécessaires.

Merci.

Justine Akman  
Champion de l'ACS

**Tennant, Steven**

---

**From:** GBA Centre of Responsibility / ACS Centre de responsabilité (CBSA/ASFC)  
**Sent:** September 27, 2018 03:55 PM  
**To:** Keeler, Carolyn; Laframboise, André; Lefebvre, Josee; Campbell, Leah; Bush, Brett; Murphy, Larry.J; Chenard, Charles; Ooi, Lily; Thouin, Marianne; Andersson, Anita; Barszczewski, Erek; Larose, Charlene; Ryan, Mary Gay; Alimohamed, Natasha; Landry, Raynald; Jacques, Caroline; Beauregard, Celine; Fryer, Stephen  
**Cc:** GBA Centre of Responsibility / ACS Centre de responsabilité (CBSA/ASFC); Brunatti, Andrew; Tennant, Steven  
**Subject:** GBA+ training for Executives (September 13, 2018) / Séances de formation sur l'ACS+ pour les cadres (13 septembre 2018)

Good afternoon,

Thank you for participating in the Gender-based Analysis Plus (GBA+) Executive training session.

Please find Apollo links to the [course presentation](#) and the [Quick Reference Sheet](#) provided to you during the training.

The Status of Women Canada's (SWC) service provider for GBA+ training is the Centre for Intercultural Learning (CIL). Should you be interested in providing a GBA+ training session for your respective directorate/ division, please feel free to contact [CBSA.GBA.Centre.of.Responsibility-ACS.Centre.de.responsabilite.ASFC@cbsa-asfc.gc.ca](mailto:CBSA.GBA.Centre.of.Responsibility-ACS.Centre.de.responsabilite.ASFC@cbsa-asfc.gc.ca), and we will help to get the ball rolling with CIL. The cost of one full-day course, for up to 25 participants, is \$5250.

In addition, the SWC has a [GBA+ online course](#) that provides a basic introduction to GBA+. This course is a great prerequisite to the above mentioned training.

Thank you again for your participation and your ongoing interest in GBA+,

\*\*\*\*\*

Bonjour,

Merci d'avoir participé à la séance de formation des cadres sur l'analyse comparative entre les sexes plus (ACS+).

Veuillez trouver les liens Apollo pour [la présentation du cours](#) et [la fiche de référence](#) qui vous a été fournie lors de la formation.

Le Centre d'apprentissage interculturel (CAI) est le fournisseur de services de l'ACS+ pour Condition féminine Canada (CFC). Si vous êtes intéressé à fournir une séance de formation sur l'ACS+ à votre direction/ division, n'hésitez pas à envoyer un courriel à [CBSA.GBA.Centre.of.Responsibility-ACS.Centre.de.responsabilite.ASFC@cbsa-asfc.gc.ca](mailto:CBSA.GBA.Centre.of.Responsibility-ACS.Centre.de.responsabilite.ASFC@cbsa-asfc.gc.ca). Nous vous aiderons à mettre le processus en marche avec le CAI. Le coût d'un cours d'une journée complète pour un maximum de 25 participants est de 5 250 \$.

De plus, CFC offre un [cours en ligne sur l'ACS+](#) qui sert de brève introduction à l'ACS+. Ce cours est un préalable essentiel à la formation susmentionnée.

Merci encore pour votre participation et de l'intérêt que vous portez à l'ACS+,

*Gena Molnár*

Program Analysis and Strategic Coordination Officer, Executive Governance and Domestic Partnerships Division  
Canada Border Services Agency / Government of Canada  
[Gena.McInnis@cbsa-asfc.gc.ca](mailto:Gena.McInnis@cbsa-asfc.gc.ca) / Tel: 613-954-5938

Agente d'analyse de programme et coordination strategique, Division de la gouvernance strategique et  
des partenariats nationaux  
Agence des services frontaliers du Canada / Gouvernement du Canada  
[Gena.McInnis@cbsa-asfc.gc.ca](mailto:Gena.McInnis@cbsa-asfc.gc.ca) / Tél: 613-954-5938

Good day,

You have been selected to participate in the 90 minute Gender-based Analysis Plus (GBA+) training session for CBSA executives. Please find details for this training session below.

**Date: Thursday, September 13, 2018**

**Time: 11:00 am to 12:30 pm**

**Location: Urbandale Building - 100 Metcalfe Street, Ottawa, 9th Floor, Boardroom 9017**

Should you require further information please contact [CBSA.GBA Centre of Responsibility-ACS Centre de responsabilite.ASFC@cbsa-asfc.gc.ca](#).

Thank you

\*\*\*\*\*

Bonjour,

Vous avez été sélectionné pour participer à la séance de formation de 90 minutes sur l'analyse comparative entre les sexes plus (ACS+) pour les cadres de l'ASFC. S'il vous plaît trouver des détails pour cette session de formation ci-dessous.

**Date : jeudi 13 septembre 2018**

**Heure : 11 h à 12 h 30**

**Lieu : édifice Urbandale - 100, rue Metcalfe à Ottawa, 9<sup>e</sup> étage, salle de conférence 9017**

Si vous avez besoin d'informations supplémentaires, veuillez contacter [CBSA.GBA Centre of Responsibility-ACS Centre de responsabilite.ASFC@cbsa-asfc.gc.ca](#).

Merci

---

**From:** Legault, Anne **On Behalf Of** Mundie, Robert

**Sent:** September 11, 2018 8:58 AM

**To:** Negus, Cindy <[Cindy.Negus@cbsa-asfc.gc.ca](mailto:Cindy.Negus@cbsa-asfc.gc.ca)>; Chenard, Charles <[Charles.Chenard@cbsa-asfc.gc.ca](mailto:Charles.Chenard@cbsa-asfc.gc.ca)>; Lessard, Pierre <[Pierre.Lessard@cbsa-asfc.gc.ca](mailto:Pierre.Lessard@cbsa-asfc.gc.ca)>; Armstrong, Gibby <[Gibby.Armstrong@cbsa-asfc.gc.ca](mailto:Gibby.Armstrong@cbsa-asfc.gc.ca)>; Taymun, Scott <[Scott.Taymun@cbsa-asfc.gc.ca](mailto:Scott.Taymun@cbsa-asfc.gc.ca)>; Chambers, Susan <[Susan.Chambers@cbsa-asfc.gc.ca](mailto:Susan.Chambers@cbsa-asfc.gc.ca)>; Yendall, Peter <[Peter.Yendall@cbsa-asfc.gc.ca](mailto:Peter.Yendall@cbsa-asfc.gc.ca)>; Hawkins, Keren <[Keren.Hawkins@cbsa-asfc.gc.ca](mailto:Keren.Hawkins@cbsa-asfc.gc.ca)>; Thibodeau, MarcR (HRB-HQ) <[Marc.Thibodeau2@cbsa-asfc.gc.ca](mailto:Marc.Thibodeau2@cbsa-asfc.gc.ca)>; Guèvremont, France <[France.Guevremont@cbsa-asfc.gc.ca](mailto:France.Guevremont@cbsa-asfc.gc.ca)>; McKay, Réa <[Rea.Mckay@cbsa-asfc.gc.ca](mailto:Rea.Mckay@cbsa-asfc.gc.ca)>; Bélanger, Kelly <[Kelly.Belanger@cbsa-asfc.gc.ca](mailto:Kelly.Belanger@cbsa-asfc.gc.ca)>; Tremblay, Daniel <[Daniel.Tremblay@cbsa-asfc.gc.ca](mailto:Daniel.Tremblay@cbsa-asfc.gc.ca)>; Macdonald, Cameron <[Cameron.Macdonald@cbsa-asfc.gc.ca](mailto:Cameron.Macdonald@cbsa-asfc.gc.ca)>; Lechasseur, Gino

<Gino.Lechasseur@cbsa-asfc.gc.ca>; Binet, Geneviève <Genevieve.Binet@cbsa-asfc.gc.ca>; LeFrank, Andrew  
 <Andrew.LeFrank@cbsa-asfc.gc.ca>; Porrior, Paul <Paul.Porrior@cbsa-asfc.gc.ca>; Blair, Claudette  
 <Claudette.Blair@cbsa-asfc.gc.ca>; Lutfallah, Jennifer <Jennifer.Lutfallah@cbsa-asfc.gc.ca>; Band, Doug  
 <Doug.Band@cbsa-asfc.gc.ca>; Easton, Erika-Kirsten <ERIKA-KIRSTEN.EASTON@cbsa-asfc.gc.ca>; Dakalbab, Talal  
 <Talal.Dakalbab@cbsa-asfc.gc.ca>; Lawrence, Andrew <Andrew.Lawrence@cbsa-asfc.gc.ca>; Leahy, Mike  
 <Mike.Leahy@cbsa-asfc.gc.ca>; Lightfoot, Phil <Phil.Lightfoot@cbsa-asfc.gc.ca>; Germano, Franco  
 <Franco.Germano@cbsa-asfc.gc.ca>; Alimohamed, Natasha <Natasha.Alimohamed@cbsa-asfc.gc.ca>; Gerikyan, Berdj  
 <Berdj.Gerikyan@cbsa-asfc.gc.ca>; Lawton, Alexander <AlexanderB.Lawton@cbsa-asfc.gc.ca>; Li, Alex <Alex.Li@cbsa-  
 asfc.gc.ca>; Laframboise, André <Andre.Laframboise@cbsa-asfc.gc.ca>; Grushman, Andrei <Andrei.Grushman@cbsa-  
 asfc.gc.ca>; Andersson, Anita <Anita.Andersson@cbsa-asfc.gc.ca>; Demers, Ann <Ann.Demers@cbsa-asfc.gc.ca>;  
 Belanger, Bradley <Bradley.Belanger@cbsa-asfc.gc.ca>; Loynachan, Brad <Brad.Loynachan@cbsa-asfc.gc.ca>; Bush,  
 Brett <Brett.Bush@cbsa-asfc.gc.ca>; Jacques, Caroline <Caroline.Jacques@cbsa-asfc.gc.ca>; Keeler, Carolyn  
 <Carolyn.Keeler@cbsa-asfc.gc.ca>; Beauregard, Celine <Celine.Beauregard@cbsa-asfc.gc.ca>; Larose, Charlene  
 <Charlene.Larose@cbsa-asfc.gc.ca>; Lanoue, Chris <Chris.Lanoue@cbsa-asfc.gc.ca>; Maathuis Quinn, Christine  
 <Christine.Maathuis-Quinn@cbsa-asfc.gc.ca>; St-Denis, Claude <Claude.St-Denis@cbsa-asfc.gc.ca>; Uchman, Darren  
 <Darren.Uchman@cbsa-asfc.gc.ca>; Larson, Darryl <Darryl.Larson@cbsa-asfc.gc.ca>; Pedersen, David  
 <David.Pedersen@cbsa-asfc.gc.ca>; Walker, Donald <Donald.Walker@cbsa-asfc.gc.ca>; Barszczewski, Ere  
 <Erek.Barszczewski@cbsa-asfc.gc.ca>; Germano, Franco <Franco.Germano@cbsa-asfc.gc.ca>; Gervais, Gaetan  
 <Gaetan.Gervais@cbsa-asfc.gc.ca>; Gerikyan, Berdj <Berdj.Gerikyan@cbsa-asfc.gc.ca>; Matriciano, Giovanni  
 <Giovanni.Matriciano@cbsa-asfc.gc.ca>; Motamed, Hooman <Hooman.Motamed@cbsa-asfc.gc.ca>;  
 IRENE.SERRY@ORA-ARC.GC.CA; Racine, Isabelle <Isabelle.Racine@cbsa-asfc.gc.ca>; Johnston, Jag <Jag.Johnston@cbsa-  
 asfc.gc.ca>; Proceviat, Jason <Jason.Proceviat@cbsa-asfc.gc.ca>; Brin, Jean-Guy <Jean-Guy.Brin@cbsa-asfc.gc.ca>;  
 Bissett, Jm <Jm.Bissett@cbsa-asfc.gc.ca>; Prasad, JohnyS <Johny.Prasad@cbsa-asfc.gc.ca>; Lefebvre, Jsee  
 <Jsee.Lefebvre@cbsa-asfc.gc.ca>; Dahan, Josephine <Josephine.Dahan@cbsa-asfc.gc.ca>; Burke, Julie  
 <Julie.Burke@cbsa-asfc.gc.ca>; McCarthy, Ken <Ken.McCarthy@cbsa-asfc.gc.ca>; Giroux, Kirk <Kirk.Giroux@cbsa-  
 asfc.gc.ca>; Newton, Lia <Lia.Newton@cbsa-asfc.gc.ca>; Ooi, Lily <Lily.Ooi@cbsa-asfc.gc.ca>; Fournier, Linne  
 <Linne.Fournier@cbsa-asfc.gc.ca>; Germain, Louis <Louis.Germain@cbsa-asfc.gc.ca>; Lawless, Lynn  
 <Lynn.Lawless@cbsa-asfc.gc.ca>; Lamarche, Lynne <Lynne.Lamarche@cbsa-asfc.gc.ca>; Radi, Madona  
 <Madona.Radi@cbsa-asfc.gc.ca>; Séguin, Marc <Marc.Séguin@cbsa-asfc.gc.ca>; Romeo, Maria <Maria.Romeo@cbsa-  
 asfc.gc.ca>; Horacek, Meda-Cristina <Meda-Cristina.Horacek@cbsa-asfc.gc.ca>; Lukca, Michael <Michael.Lukca@cbsa-  
 asfc.gc.ca>; Juneke, Michael <Michael.Juneke@cbsa-asfc.gc.ca>; Archipow, Nancy <Nancy.Archipow@cbsa-asfc.gc.ca>;  
 Alimohamed, Natasha <Natasha.Alimohamed@cbsa-asfc.gc.ca>; Vanasse, Nathalie <Nathalie.Vanasse@cbsa-  
 asfc.gc.ca>; Horan, Patrick <Patrick.Horan@cbsa-asfc.gc.ca>; Paquet, Pierre <Pierre.Paquet@cbsa-asfc.gc.ca>;  
 Benouattaf, Rachida <Rachida.Benouattaf@cbsa-asfc.gc.ca>; Bedrossian, Raffi <Raffi.Bedrossian@cbsa-asfc.gc.ca>;  
 Jordan, Randy <Randy.Jordan@cbsa-asfc.gc.ca>; Landry, Raynald <Raynald.Landry@cbsa-asfc.gc.ca>; Lavoie, Richard  
 <Richard.Lavoie@cbsa-asfc.gc.ca>; Newbury, Russell <Russell.Newbury@cbsa-asfc.gc.ca>; Petrow, Sabrina  
 <Sabrina.Petrow@cbsa-asfc.gc.ca>; Lawrence, Sarah - CBSA <Sarah.Lawrence@cbsa-asfc.gc.ca>; Spicer, Sharon  
 <Sharon.Spicer@cbsa-asfc.gc.ca>; Foran, Sherri-Lynn <Sherri-Lynn.Foran@cbsa-asfc.gc.ca>; Chenier, Stephanie  
 <Stephanie.Chenier@cbsa-asfc.gc.ca>; Devries, Stephen <Stephen.Devries@cbsa-asfc.gc.ca>; Disipio, Stephen  
 <Stephen.Disipio@cbsa-asfc.gc.ca>; Fryer, Stephen <Stephen.Fryer@cbsa-asfc.gc.ca>; MacNaughton, Steve  
 <Steve.MacNaughton@cbsa-asfc.gc.ca>; Edwards, Tammy <Tammy.Edwards@cbsa-asfc.gc.ca>; Boucher, Todd  
 <Todd.Boucher@cbsa-asfc.gc.ca>; Annett, Tracy <TracyL.Annett@cbsa-asfc.gc.ca>; Mondy, Yannick  
 <Yannick.Mondy@cbsa-asfc.gc.ca>; Lawrence, Andrew <Andrew.Lawrence@cbsa-asfc.gc.ca>; Utano, Antonio  
 <Antonio.Utano@cbsa-asfc.gc.ca>; Desmarais, Carl <Carl.Desmarais@cbsa-asfc.gc.ca>; Parker, Catherine  
 <Catherine.Parker@cbsa-asfc.gc.ca>; Boyd, Colin <Colin.Boyd@cbsa-asfc.gc.ca>; Proulx, Dan <Dan.Proulx@cbsa-  
 asfc.gc.ca>; Beach, Dave <Dave.Beach@cbsa-asfc.gc.ca>; Lapierre, Eric <Eric.Lapierre@cbsa-asfc.gc.ca>; Richens,  
 Jennifer <Jennifer.Richens@cbsa-asfc.gc.ca>; Fecteau, Jimmy <Jimmy.Fecteau@cbsa-asfc.gc.ca>; Murphy, Larry.J  
 <Larry.JMurphy@cbsa-asfc.gc.ca>; Raider, Marc <Marc.Raider@cbsa-asfc.gc.ca>; Thouin, Marianne  
 <Marianne.Thouin@cbsa-asfc.gc.ca>; de Sa, Mike <Mike.deSa@cbsa-asfc.gc.ca>; MIKEOBSA.LEAHY@CBSA-ASFC.GC.CA;  
 Subhani, Omar <Omar.subhani@cbsa-asfc.gc.ca>; Lightfoot, Phil <Phil.Lightfoot@cbsa-asfc.gc.ca>; Scott, Stephen  
 <Stephen.Scott@cbsa-asfc.gc.ca>; Laframboise, André <Andre.Laframboise@cbsa-asfc.gc.ca>; Parfitt, Kirsten  
 <Kirsten.Parfitt@cbsa-asfc.gc.ca>; Smith, Rachel <Rachel.Smith@cbsa-asfc.gc.ca>; Kemper, Colleen



<Colleen.Kemper@cbsa-asfc.gc.ca>; Foran, Sherri-Lynn <Sherri-Lynn.Foran@cbsa-asfc.gc.ca>; Dompierre, Marie-Josée <Marie-Josée.Dompierre@cbsa-asfc.gc.ca>; Maathuis Quinn, Christine <Christine.Maathuis-Quinn@cbsa-asfc.gc.ca>; Herbasz, Ryszard <RYSZARD.HERBASZ@cbsa-asfc.gc.ca>; Sanders, Trevor <Trevor.Sanders@cbsa-asfc.gc.ca>; Horan, Patrick <Patrick.Horan@cbsa-asfc.gc.ca>; Proceviat, Jason <Jason.Proceviat@cbsa-asfc.gc.ca>; Bogus, Eric <Eric.Bogus@cbsa-asfc.gc.ca>; Dion, Béatrice <Beatrice.Dion@cbsa-asfc.gc.ca>; Boivin, Nathalie (Lab) <Nathalie.Boivin@cbsa-asfc.gc.ca>; Aube, Erin <Erin.Aube@cbsa-asfc.gc.ca>; Ooi, Lily <Lily.Ooi@cbsa-asfc.gc.ca>; Boucher, Todd <Todd.Boucher@cbsa-asfc.gc.ca>; StMarseille, Richard <Richard.StMarseille@cbsa-asfc.gc.ca>; Bush, Brett <Brett.Bush@cbsa-asfc.gc.ca>; Campbell, Leah <Leah.Campbell@cbsa-asfc.gc.ca>; Brin, Jean-Guy <Jean-Guy.Brin@cbsa-asfc.gc.ca>; Chiquette, Benoît <Benoit.Chiquette@cbsa-asfc.gc.ca>; Romeo, Maria <Maria.Romeo@cbsa-asfc.gc.ca>; Keeler, Carolyn <Carolyn.Keeler@cbsa-asfc.gc.ca>; McMahon, Joe <Joe.McMahon@cbsa-asfc.gc.ca>; Forberg, Andrew <Andrew.Forberg@cbsa-asfc.gc.ca>; Taylor, Carrie <Carrie.Taylor@cbsa-asfc.gc.ca>; Belanger, Bradley <Bradley.Belanger@cbsa-asfc.gc.ca>; Bourgon, Alain <Alain.Bourgon@cbsa-asfc.gc.ca>; Berardi, Dave <Dave.Berardi@cbsa-asfc.gc.ca>; Alimohamed, Natasha <Natasha.Alimohamed@cbsa-asfc.gc.ca>; Gerikyan, Berdj <Berdj.Gerikyan@cbsa-asfc.gc.ca>; Demers, Ann <Ann.Demers@cbsa-asfc.gc.ca>; Grant, Bobbi <Bobbi.Grant@cbsa-asfc.gc.ca>; Sanders, Trevor <Trevor.Sanders@cbsa-asfc.gc.ca>; Jacques, Caroline <Caroline.Jacques@cbsa-asfc.gc.ca>; Sabourin, Carol <Carol.Sabourin2@cbsa-asfc.gc.ca>; Cc: Legault, Anne <Anne.Legault@cbsa-asfc.gc.ca>; Zimmerling, Candace <Candace.Zimmerling@cbsa-asfc.gc.ca>; Keeler, Carolyn <Carolyn.Keeler@cbsa-asfc.gc.ca>; Brunatti, Andrew <Andrew.Brunatti@cbsa-asfc.gc.ca>; GBA Centre of Responsibility / ACS Centre de responsabilité (CBSA/ASFC) <CBSA.GBA\_Centre\_of\_Responsibility-ACS\_Centre\_de\_responsabilite.ASFC@cbsa-asfc.gc.ca>; Mundie, Robert <Robert.Mundie@cbsa-asfc.gc.ca>

**Subject:** CALL-OUT : GBA+ training for Executives (September 13, 2018) / Séances de formation sur l'ACS+ pour les cadres (13 septembre 2018)

**Importance:** High

Colleagues,

Gender and diversity training is a critical element in the implementation and sustainability of Gender-based Analysis Plus (GBA+) at the CBSA, as it helps to transfer the practical knowledge required to implement GBA+ within the organization, and it prepares employees, including executives, to apply GBA+ to their own work.

Two 90 minute Gender-based Analysis Plus (GBA+) training sessions for the Canada Border Services Agency's (CBSA) executives are planned for this **Thursday, September 13, 2018**. The first session, has been integrated into the Executive Committee agenda for DMs and VPs. A second session is scheduled to take place from **11:00 am to 12:30 pm in the Urbandale Building located at 100 Metcalfe Street, Ottawa, 9th Floor, Boardroom 9017**.

You will recall that GBA+ is a component of the President and Executive Vice-President's PMA Commitments. These sessions have been designed to help participants contribute towards achieving this commitment. This training will provide a high-level overview of the key concepts of GBA+, a summary of the seven criteria for a robust analysis, and outline how to recognize, challenge, and support the GBA+ work of CBSA employees.

At this time, if you would like to participate in the second session, I would request that you **provide your name to CBSA.GBA\_Centre\_of\_Responsibility-ACS\_Centre\_de\_responsabilite.ASFC@cbsa-asfc.gc.ca**. As participation is capped at 25 people, the first to submit their name will receive a calendar invitation to attend the training. All others will be placed on a waiting list.

Thank you,

\*\*\*\*\*

Bonjour,

La formation sur le genre et la diversité est un élément essentiel de la mise en œuvre et de la durabilité de l'analyse comparative entre les sexes plus (ACS+) à l'ASFC, car elle aide à transférer les connaissances pratiques nécessaires à

l'exécution de l'ACS+ au sein de l'organisation et prépare les employés, y compris les cadres, à appliquer l'ACS+ à leur propre travail.

Deux séances de formation de 90 minutes sur l'ACS+ pour les cadres de l'ASFC sont prévues pour ce **jeudi 13 septembre 2018**. La première séance a été intégrée à l'ordre du jour du Comité exécutif des sous-ministres et des vice-présidents. Une deuxième séance aura lieu de **11 h à 12 h 30 à l'édifice Urbandale situé au 100, rue Metcalfe à Ottawa, 9<sup>e</sup> étage, salle de conférence 9017**.

Vous vous souviendrez que l'ACS+ fait partie des engagements du Président et de la Première vice-présidente par rapport aux engagements des EGR. Ces séances ont été conçues pour aider les participants à contribuer à la réalisation de cet engagement. Cette formation fournira un aperçu de haut niveau des concepts clés de l'ACS+, un résumé des sept critères pour une analyse rigoureuse et un exposé sur comment reconnaître, contester et soutenir le travail d'ACS+ des employés de l'ASFC.

Pour l'instant, si vous souhaitez participer à la deuxième séance, veuillez envoyer votre nom à [CBSA.GBA\\_Centre\\_of\\_Responsibility-ACS\\_Centre\\_de\\_responsabilite.ASFC@cbsa-asfc.gc.ca](mailto:CBSA.GBA_Centre_of_Responsibility-ACS_Centre_de_responsabilite.ASFC@cbsa-asfc.gc.ca). Le nombre de participants est fixé à 25. Les premières personnes à envoyer leur nom recevront une invitation pour participer à la formation et les autres seront placés sur une liste d'attente.

Merci,

Robert J. Mundie

A/Vice-President

Canada Border Services Agency / Government of Canada

[robert.mundie@cbsa-asfc.gc.ca](mailto:robert.mundie@cbsa-asfc.gc.ca) / Tel: 613-954-1909 / TTY: 866-335-3237

Vice-président par intérim

Agence des services frontaliers du Canada / Gouvernement du Canada

[robert.mundie@cbsa-asfc.gc.ca](mailto:robert.mundie@cbsa-asfc.gc.ca) / Tél. : 613-954-1909 / ATS : 866-335-3237



Government of Canada  
Gouvernement du Canada

**Canada** *Gena McInnis*

Program Analysis and Strategic Coordination Officer, Executive Governance and Domestic Partnerships Division

Canada Border Services Agency / Government of Canada

[Gena.McInnis@cbsa-asfc.gc.ca](mailto:Gena.McInnis@cbsa-asfc.gc.ca) / Tel: 613-954-5938

Agente d'analyse de programme et coordination strategique, Division de la gouvernance stratégique et des partenariats nationaux

Agence des services frontaliers du Canada / Gouvernement du Canada

[Gena.McInnis@cbsa-asfc.gc.ca](mailto:Gena.McInnis@cbsa-asfc.gc.ca) / Tél: 613-954-5938





GENDER-BASED ANALYSIS PLUS

## **CBSA Focused GBA+ In House Training for Executives**



Global Affairs  
Canada

Affaires mondiales  
Canada

**Canada**

# MORNING WARM-UP



# Objectives

1. Ensure a common understanding of GBA+ among CBSA Executives, including intersectionality and the GBA+ planning cycle;
2. Confirm the key questions that you should be asking to ensure GBA+ has been rigorously applied across all of the agency's work;
3. Propose GBA+ strategies to adopt that will allow you to work more effectively as an agency in delivering upon your mandate.

# The Plan for this Morning

Time	Module
<b>09:00-09:15</b>	Welcome, morning warm-up and learning objectives
<b>09:15-09:35</b>	MODULE 1: What and Why GBA+?  MODULE 2: How GBA+ is applied across departments / agencies?
<b>09:35-10:05</b>	MODULE 3: Identifying a Robust GBA+
<b>10:05-10:30</b>	MODULE 4: Enhancing GBA+ Strategies within CBSA

# MODULE 1

## What and Why GBA+?





# Context



Office of the  
Auditor General  
of Canada

Bureau du  
vérificateur général  
du Canada

## 2015 Fall Reports of the Auditor General of Canada Report 1—Implementing Gender-Based Analysis

Treasury Board of Canada  
Conseil du Trésor du Canada

T.B. Number / N° du C.T.

Organization / Organisation	Classification
<b>TREASURY BOARD SUBMISSION</b>	<b>PRÉSENTATION AU CONSEIL DU TRÉSOR</b>
<b>TITLE AND SYNOPSIS</b>	<b>TITRE ET SOMMAIRE</b>
<b>AUTHORITIES SOUGHT FROM THE TREASURY BOARD</b>	<b>AUTORISATIONS DEMANDÉES AU CONSEIL DU TRÉSOR</b>
<b>BACKGROUND</b>	<b>CONTEXTE</b>
<b>RATIONALE</b>	<b>JUSTIFICATION</b>
<b>EXPECTED RESULTS</b>	<b>RÉSULTATS ESCOMPTÉS</b>
<b>DESIGN, DELIVERY AND IMPLEMENTATION</b>	<b>CONCEPTION, LIVRAISON ET MISE EN ŒUVRE</b>
<b>RISK AND RISK RESPONSES</b>	<b>RISQUES ET RÉACTIONS AUX RISQUES</b>

Memorandum to Cabinet  
Mémoire au Cabinet

TITLE OF THE MEMORANDUM TO CABINET  
TITRE DU MÉMOIRE AU CABINET

Date  
Date

31/00000000  
31/00000000

*(Les noms des ministres premiers doivent figurer par ordre de préséance.)  
(Donner un numéro sur la page deux, l'ordre des langues officielles pour être révisé.)  
(Overseeing Ministers should be listed in order of precedence.) (This is an example only.)  
(Les langues officielles doivent apparaître en français et en anglais sur la troisième page.)*

### Gender-Based Analysis Plus Appendix

Name of federal institution:  
Titre of submission:  
Name of person completing the questionnaire:  
Telephone number:  
Sector:

**Issue identification**

- Have you identified a Gender-Based Analysis Plus (GBA+) consideration within the context of the policy, program, initiative or service either through a preceding Memorandum to Cabinet or in the development of this TB submission?
- What data sources and/or evidence did you consider to support the above conclusion?

**Response**

If no GBA+ issues have been identified, please indicate "not applicable". If a GBA+ issue has been identified, please respond to the following questions:

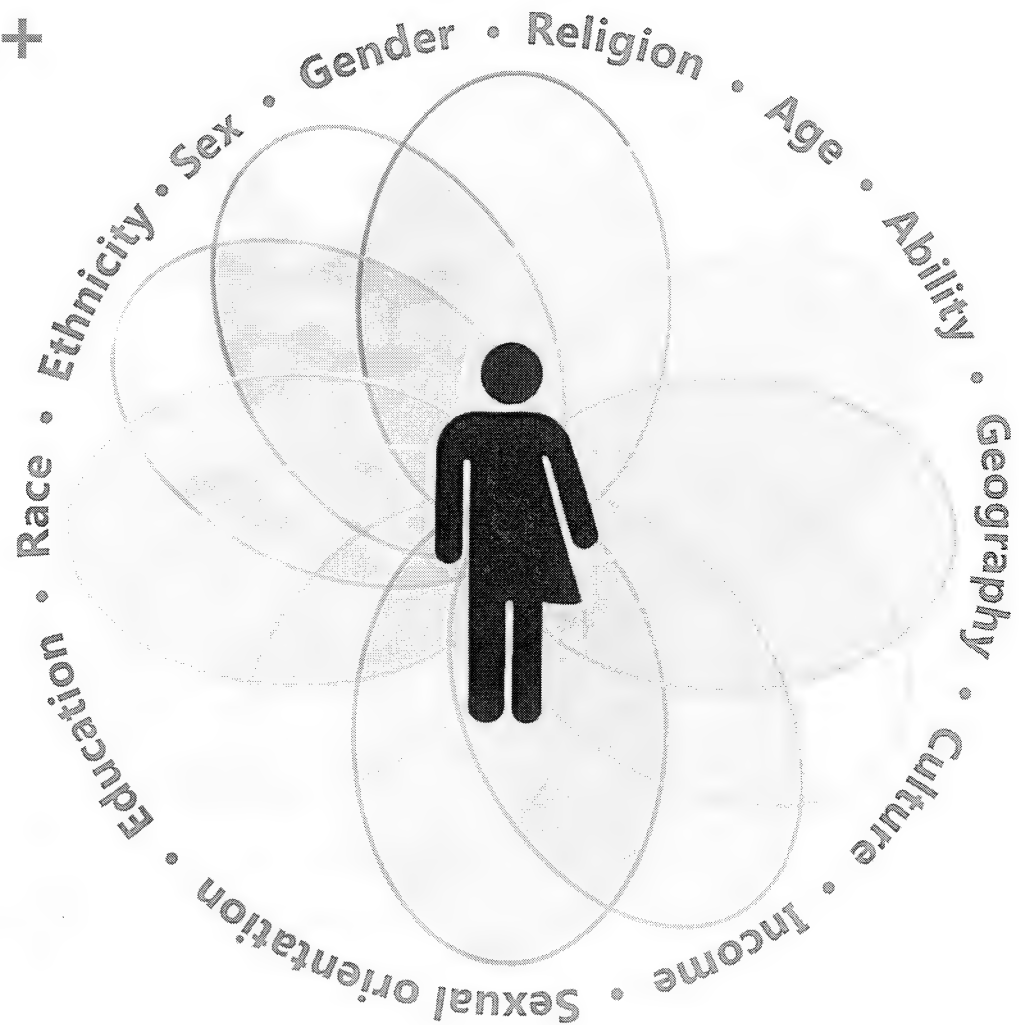
- What response to the GBA+ consideration is being proposed within the context of the policy, program, initiative or service? What is the anticipated impact?
- How will you monitor the performance of the proposed policy, program, initiative or service for emerging GBA+ issues throughout implementation?
- If you plan an evaluation or review of the proposed policy, program, initiative or service, will it incorporate the impact of the response to the potential GBA+ consideration?
- Does your proposed response align with GBA+ initiatives being undertaken by other organizations, broader government agencies and priorities, and international and national priorities, norms and statutory requirements?

For general guidance on Gender-Based Analysis Plus (GBA+), you are encouraged to contact the GBA+ Champion of the Responsibility Centre within your organization. Additional information on GBA+ is also available at [www.gc.ca/gba](http://www.gc.ca/gba).



# Intersectionality: The “Plus” in GBA+

Includes, but is  
not limited to:

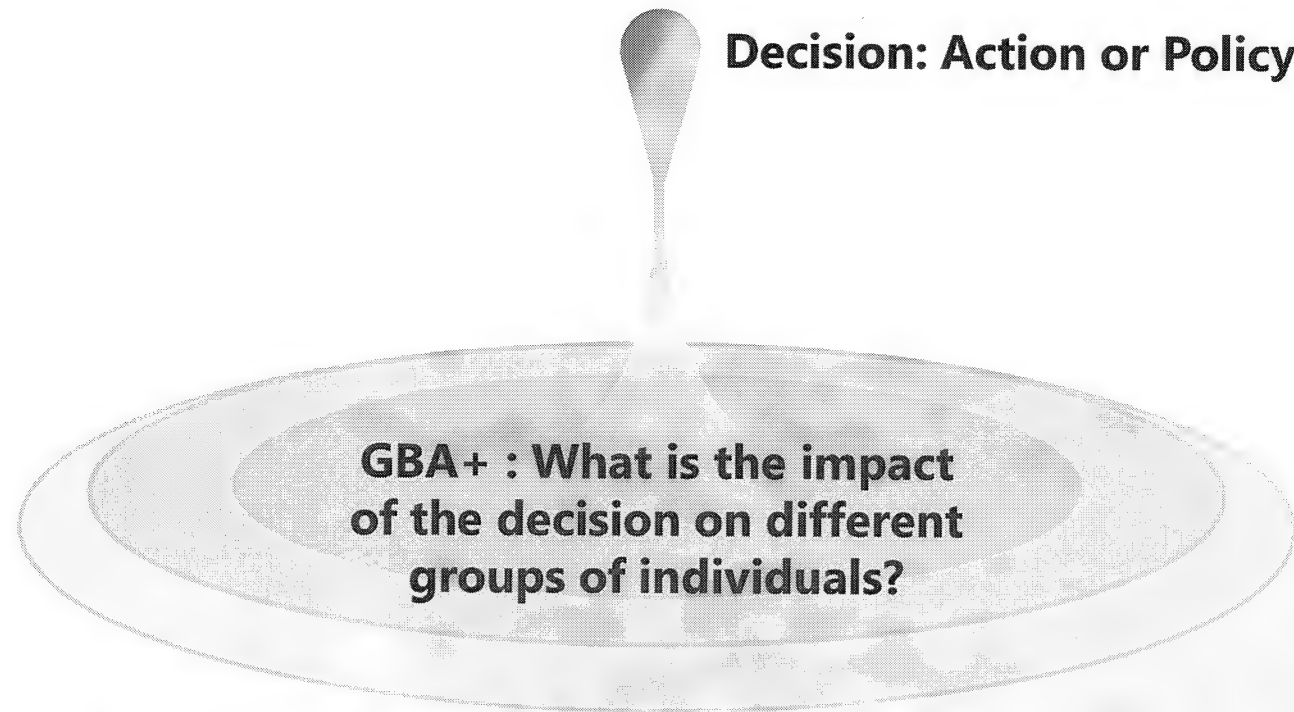


# GoC's 3 purposes of GBA+

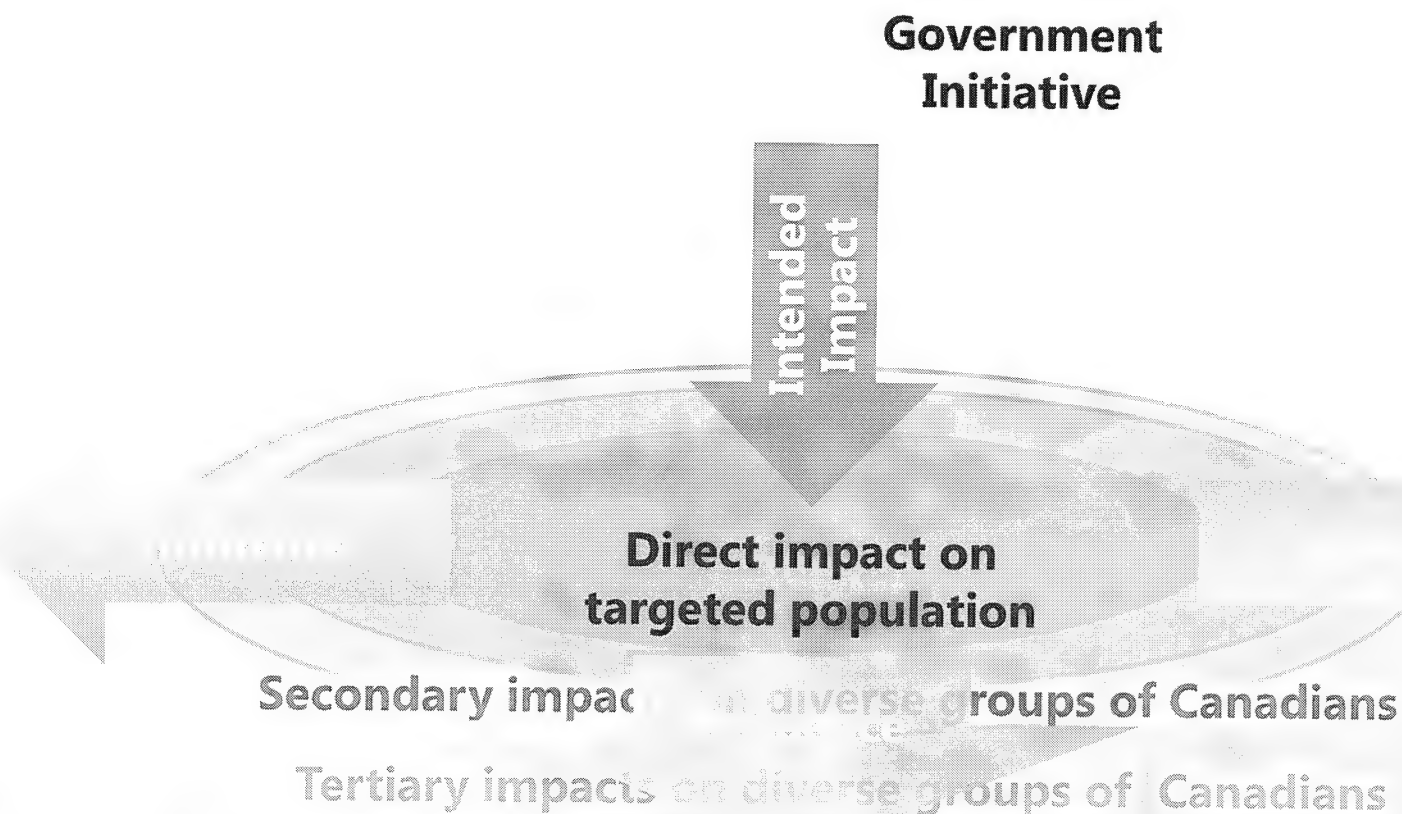
1. To ensure the **benefits** do not accrue unequally to some, and that the **risks** are not unequally borne by others.
2. To **improve design**, diagnose deficiencies, develop better targeted programs, that take into account diverse users or clients.
3. To **promote equality**, diversity and inclusiveness by addressing barriers and gaps.



# GBA+ is ultimately about Impact

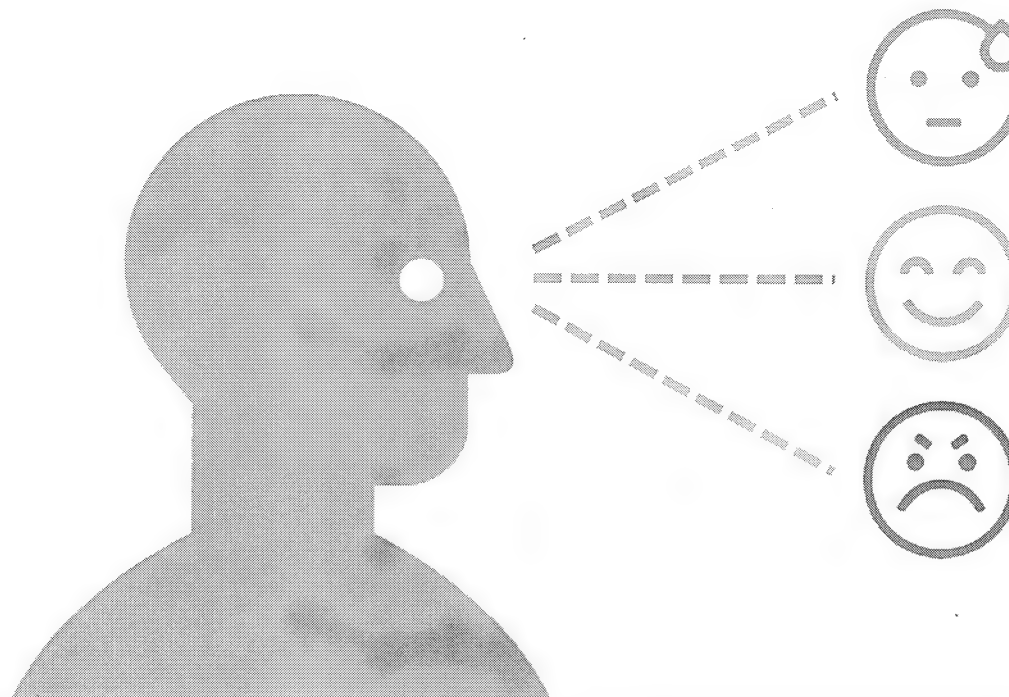


# From target to affected populations



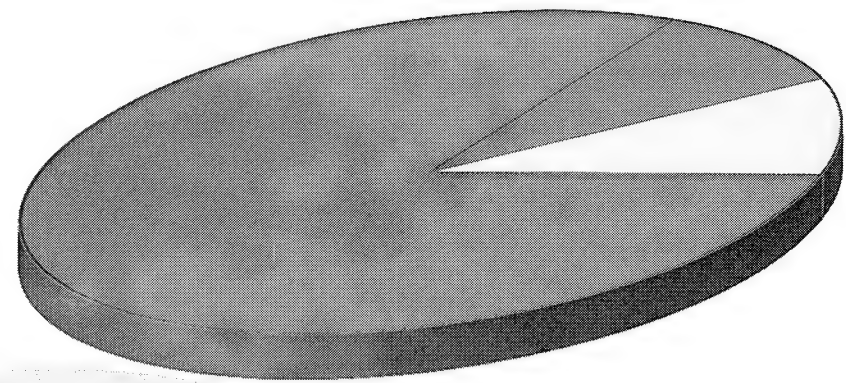
# Impact *impacted* by Unconscious Bias

**...our tendency to prefer a thing, a person, or point of view of another group quite instinctively at an unconscious level.**



# Our Biggest Blind Spots

- Not knowing what we don't know.
- Holding on to those views we believe to be true, but aren't any longer.



Know
  Know Don't Know
  Don't Know Don't Know



**PARIS  
IN THE  
THE SPRING**

**BIRD  
IN THE  
THE HAND**

**ONCE  
IN A  
A LIFETIME**



# Leader Awareness: Manage For Inclusion!

<b>A</b>	Attention to relevant information (goals)
<b>W</b>	Watch for stereotyping; individuate instead
<b>A</b>	Act for the group; put "we" before "me"
<b>R</b>	Resolve Conflicts Constructively
<b>E</b>	Empathy & <b>Perspective taking</b> are key
<b>N</b>	Never interrupt in conversation/meetings
<b>E</b>	Even YOUR gut can be wrong!
<b>S</b>	See the person when they speak (be present!)
<b>S</b>	Sculpt a shared team identity

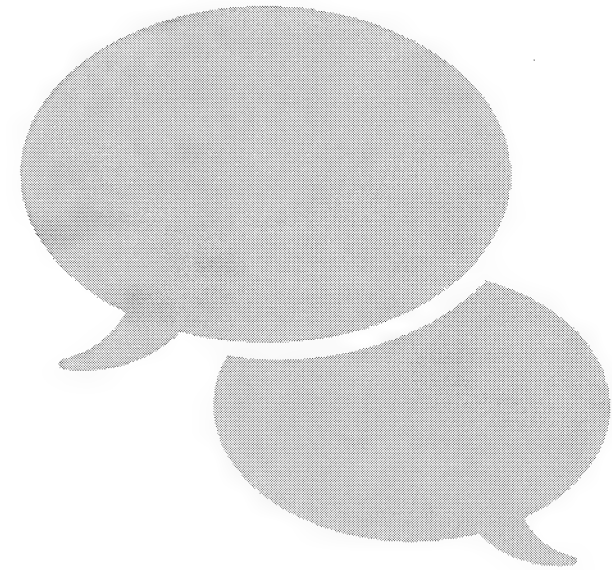




# Discussion

As someone in your position, have you seen how decisions that the agency has taken have led to unconsciously benefiting one group over another?

What are the good practices that you've observed or used among the Executive, or as an agency as a whole, to mitigate unconscious bias?



# Questions on MODULE 1?

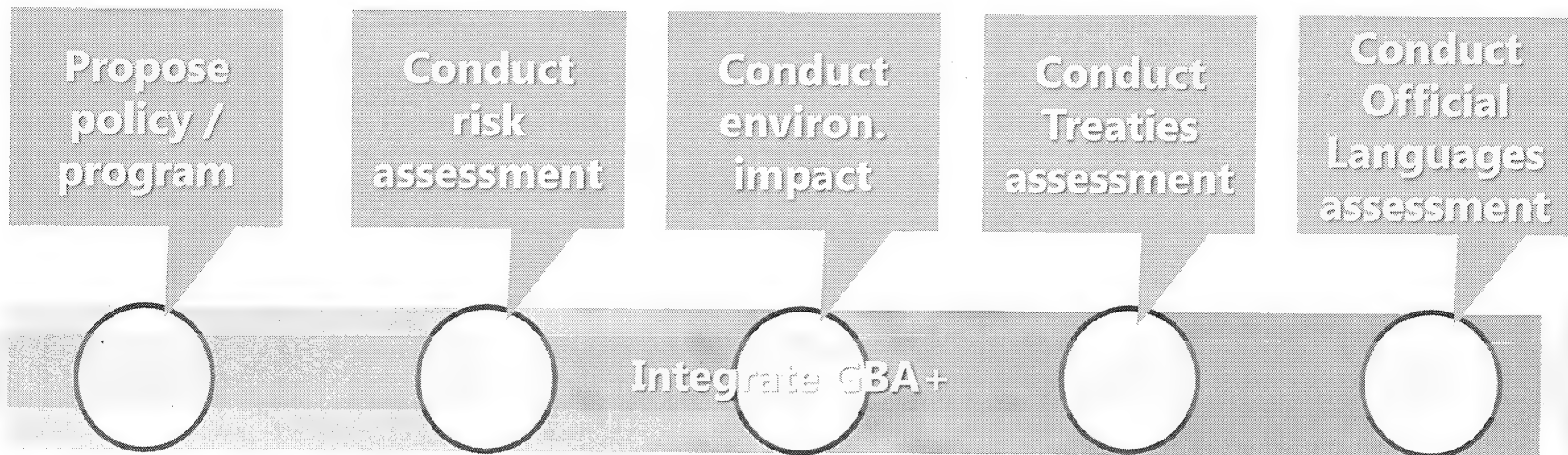




# MODULE 2

## How GBA+ is applied across departments / agencies?

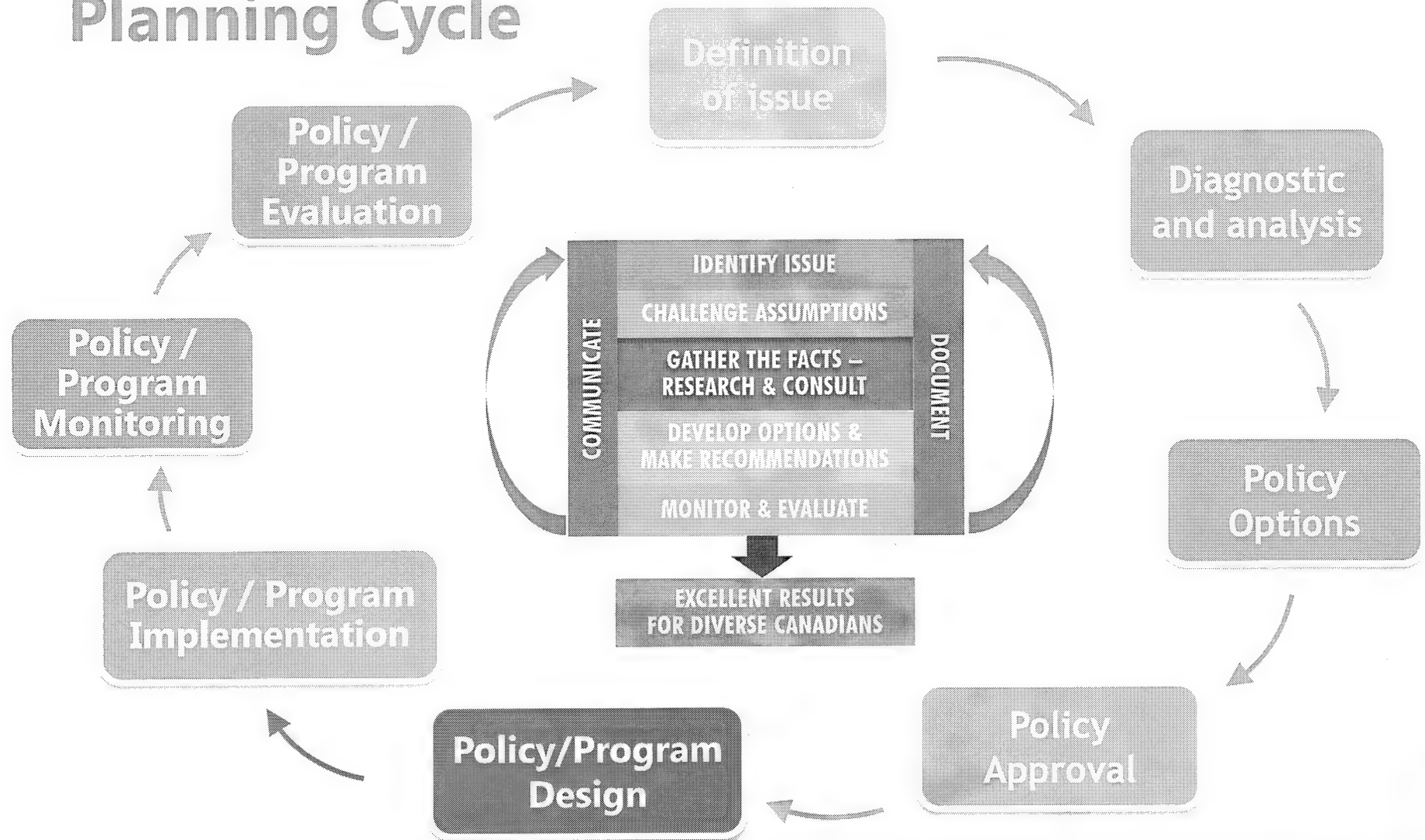
# GBA+ Not a separate “step” on the road to approval



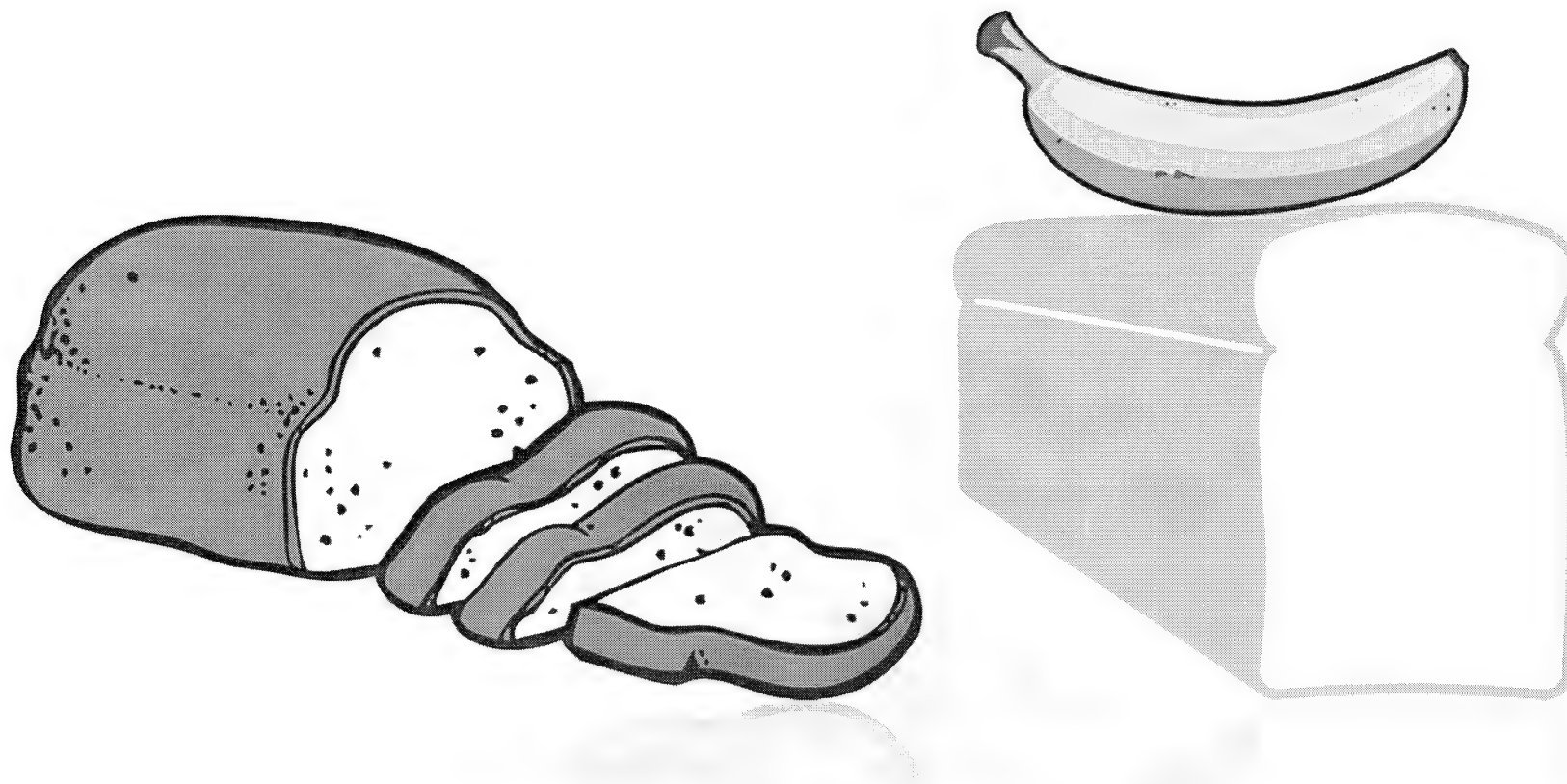
# GBA+ Cycle



# GBA+ in the Policy & Planning Cycle



# Integrated GBA+



# Questions on MODULE 2?



# MODULE 3

## Identifying a Robust GBA+



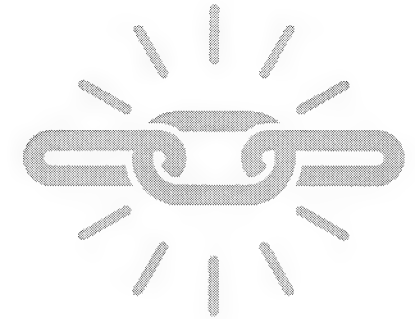


# High-level questions for Executives

- 1. Was a GBA+ performed: yes or no?**
- 2. How was it conducted? What data sources/evidence were used?**
- 3. What were the findings?**
- 4. How do the findings mitigate risk and leverage opportunity?**

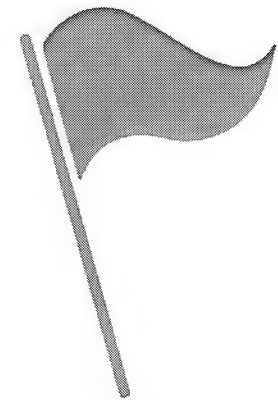


# 5 Criteria of a Robust GBA+



1. Identifies the various potential impacts (positive and negative) on **different** groups of men, women and non-binary people, in relation to equality and inclusiveness outcomes;
2. Defines the target client base according to gender and other intersecting identity factors;
3. Is supported by solid evidence;
4. Incorporates clear monitoring and evaluation measures and indicators; and
5. Is completely integrated in the full planning cycle.

# GBA+ Red Flags



- A proposal identified as “neutral” or affecting all “equally,” **and lacking an evidence-base** to support assertions
- **GBA+ findings only included in an Annex** (i.e. *key GBA+ results are not reflected in background, options/risks, mitigation and/or communications strategies*)
- **Uni-Dimensional** – Failure to look beyond immediate impact. No secondary or third-order impacts. (e.g. jobs only)
- **No mitigation measures** are proposed.
- Proposal clearly not informed by GBA+. **GBA+ findings absent** from overall analysis.
- **No reference to other intersecting factors.** If data is absent, should be noted.

# GBA+ Assessment Rubric

Consideration	★★★★	★★★	★★	★
<b>Integration of GBA+</b>	GBA+ is clearly and fully part of overall analysis. Its findings are mentioned throughout the document when pertinent.	GBA+ is mainly in the Annex, but some findings have been inserted in other parts of the document. GBA+ is mostly integrated into overall analysis.	GBA+ has been conducted but is found only in Annex. GBA+ is mostly an aside or add-on to overall analysis.	GBA+ is absent, or what is presented in the annex has little connection (or even conflicts) with remainder of the document.
<b>Intersectionality and impact</b>	Multiple relevant intersectional factors and their compounding importance have been clearly considered in assessing the potential impact of this initiative on diverse groups of Canadians.	Gender has been considered in assessing the potential different impacts of this initiative, and whilst other intersectional factors have been mentioned, no in-depth analysis has been conducted	Gender has been considered in assessing the potential different impacts of this initiative, but other intersectional factors have not.	Neither Gender nor other intersectional factors have been considered in assessing the potential different impacts of this initiative.
<b>Data</b>	The data presented are thorough and clearly support the conclusion.	The data are robust enough to support the conclusions, but some gaps exist.	Data are sparse and/or they do not strongly support the conclusions of the GBA+	No data are presented to support the GBA+.
<b>Response</b>	The proposed response clearly addresses all the issues emerging from the GBA+.	The proposed response clearly addresses most of the issues emerging from the GBA+.	The proposed response clearly addresses only some of the issues emerging from the GBA+.	The response addresses none of the issues emerging from the GBA+.
<b>Monitoring</b>	Indicators clearly stem from integration of GBA+ to overall analysis and propose intersectional targets where relevant. Collected data supports indicators.	Indicators reflect some but not all issues arising from GBA+. Link to collected data is strong but not complete.	Minor efforts have been made to incorporate issues from GBA+ into indicators.	No means of monitoring have been proposed. Indicators do not reflect that a GBA+ has (should have) been conducted.

<https://www.youtube.com/watch?v=Nvog51Krym0>

# Turn to your neighbour...

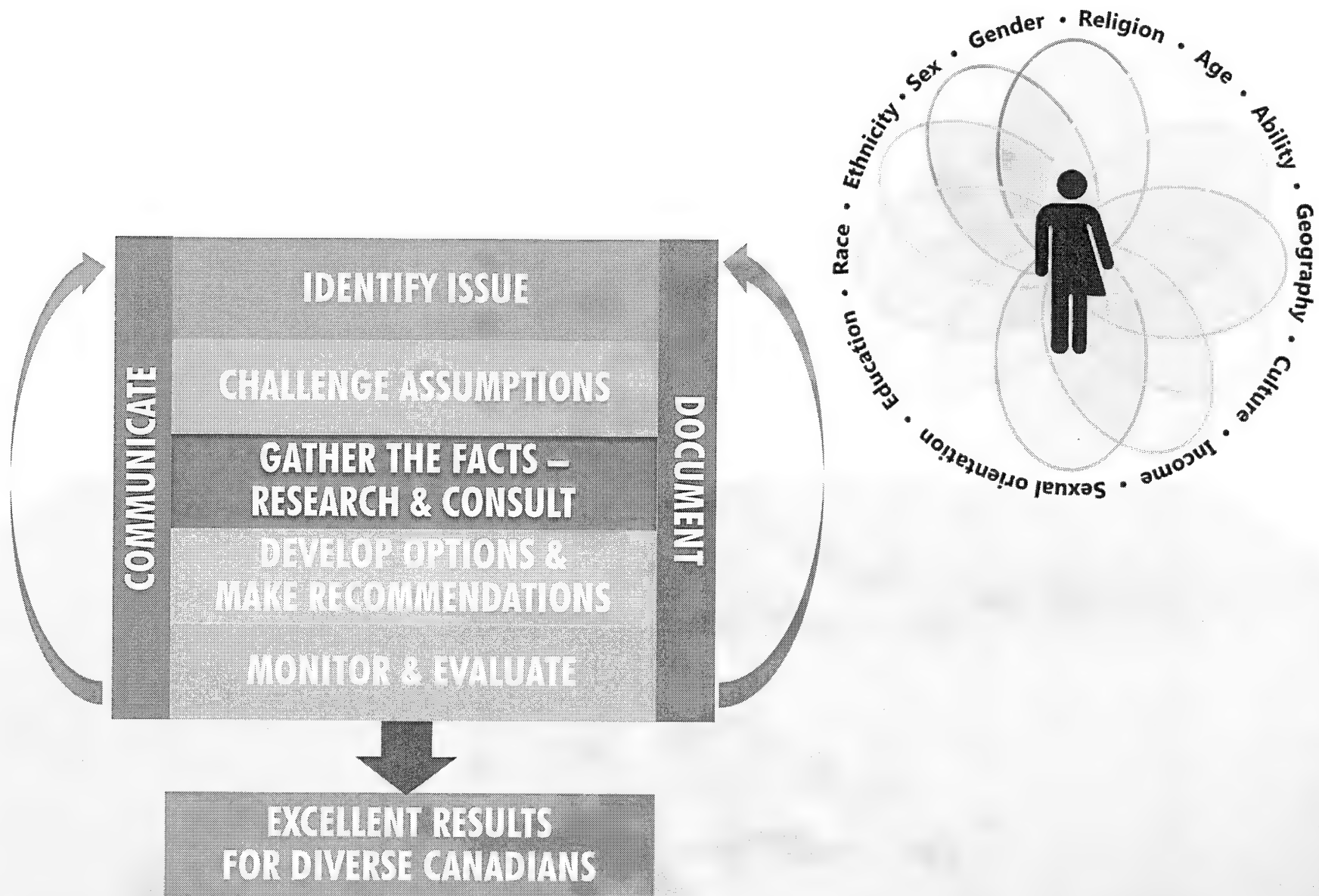
1. How was the GBA+ conducted?  
What sources/evidence were used?
2. What were the findings?
3. How did the findings mitigate risk  
and leverage opportunity?

# In the large group

1. Can you think of any other potential impacts (on different groups of people) that might not have been captured within this GBA+?
2. Did the assessment succeed in looking beyond the immediate impact to kiosk users? Are there any (other) secondary / tertiary impacts that should be considered?
3. In consulting the GBA+ Assessment Rubric, how would you rate the assessment and why?

# Application

## Enhancing GBA+ Strategies within CBSA

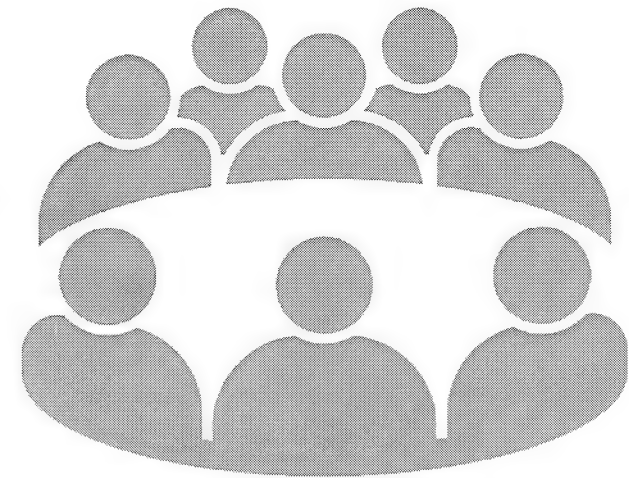




# Large group conversation

## *10 minutes*

1. What are you currently doing to promote GBA+ within your agency / division? *(It doesn't have to be called GBA+. Perhaps it is called something else, but it certainly looks like GBA+.)*
2. What are the current gaps or challenges in fully implementing GBA+ within your own division or wider agency?
3. What do you think needs to happen to address these gaps / challenges?

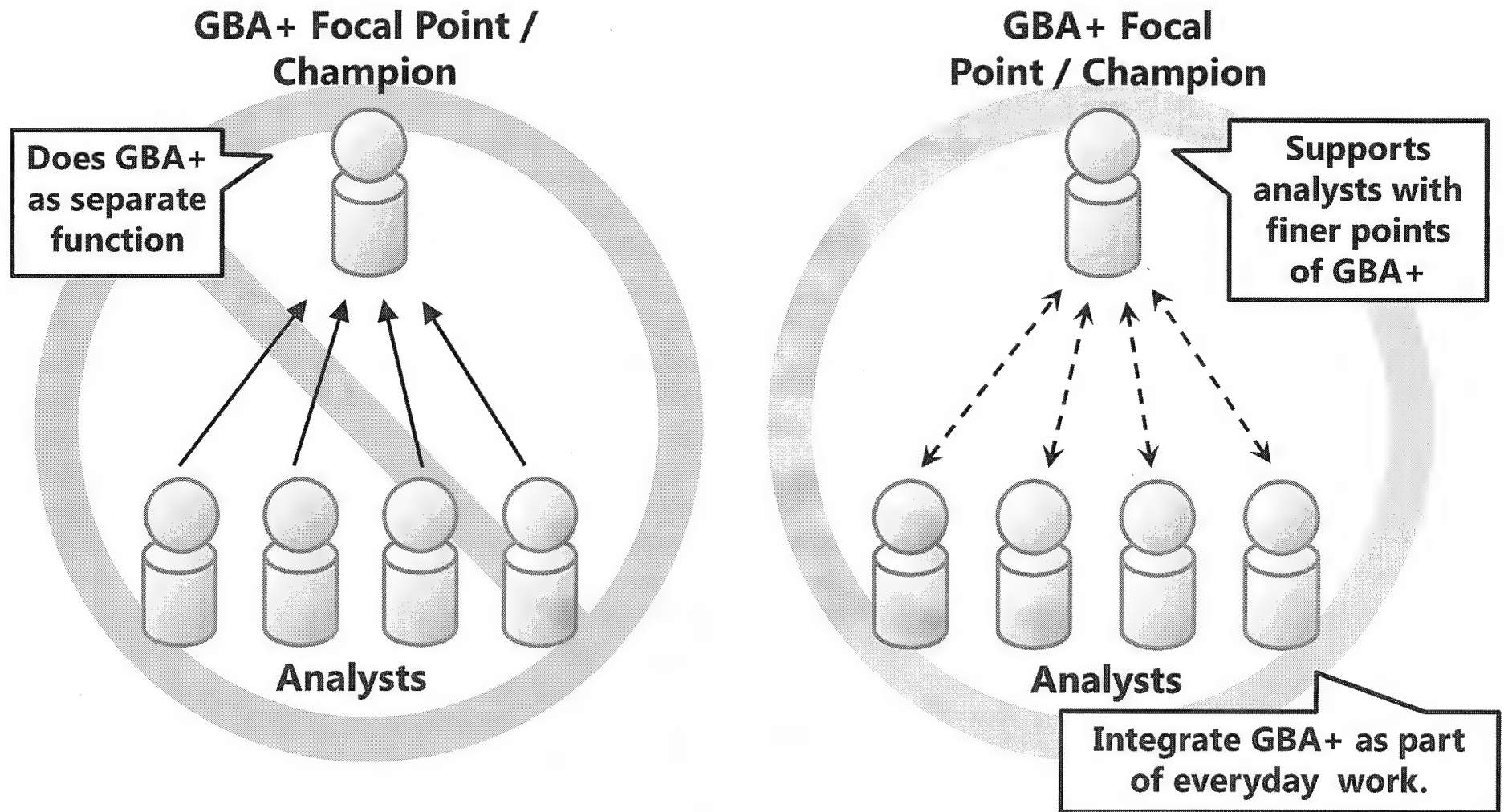


# Action Plan

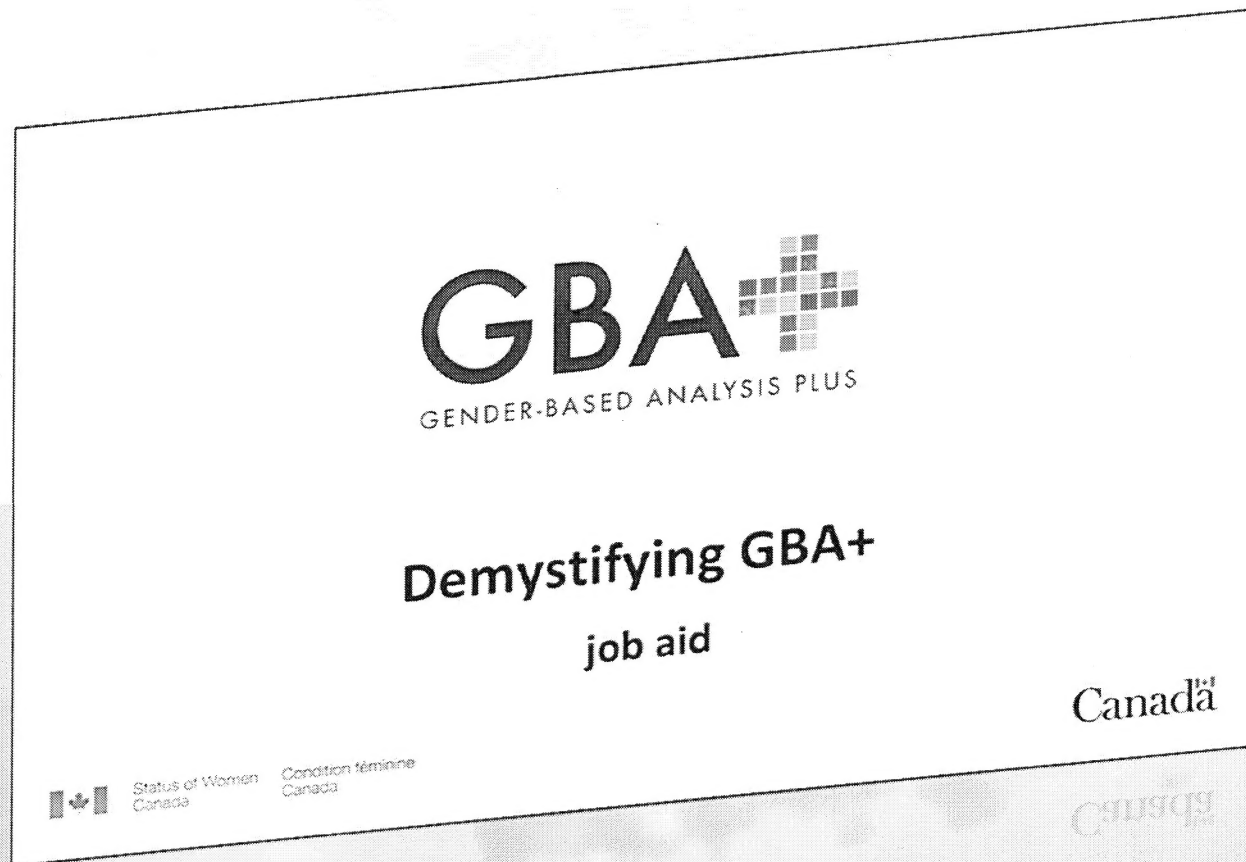
What can we commit to today? (Action + timeframe)	What do we need as an agency to meet these commitments?



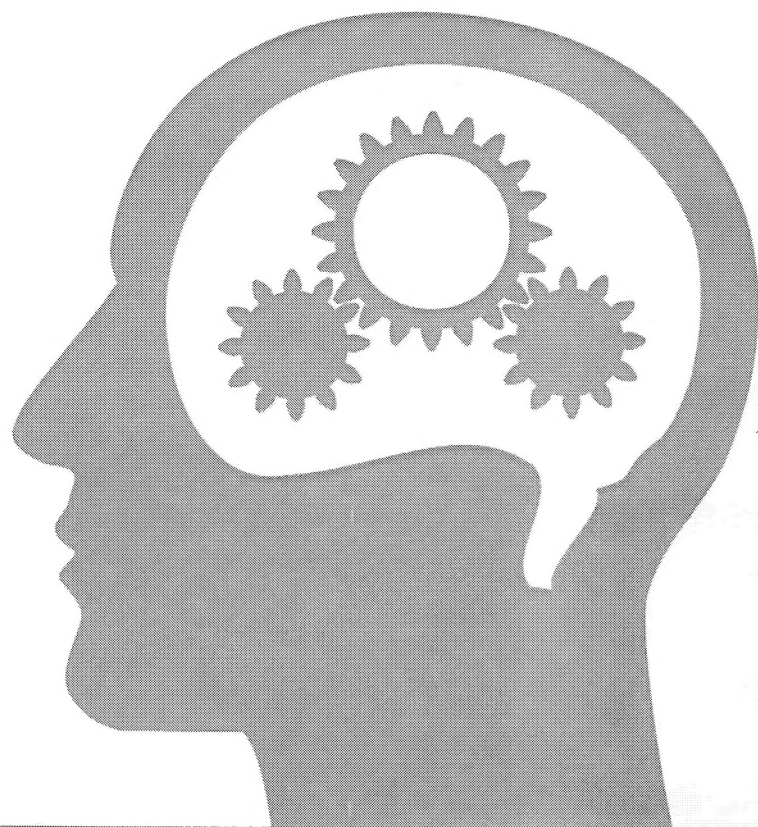
# Ideal Organisational Strategy



# Key Tool for Policy Analysts, etc.



# Reflecting on Presentation



As the group of individuals that make up the Executive at the Agency, how will all of you collectively display the leadership that is necessary to move this forward to a new level?

# Thank you!

# Merci!

# Course Evaluation



**ADD SURVEY LINK**

